October 9, 1969

Mr. J. E. Bindeman
Chairman of Board of Electiond
District Building
Washington, D.C. 20004

Dear Mr. Bindeman:

In view of the fact that the District of Columbia Board of Elections on October 8, 1969 rejected the challenge against At-Large school board candiate Dr. Ellis Haworth and accepted his petitions for nomination in spite of the fact that Dr. Haworth admitted he did not have the required 125 valid signatures in one ward. Board of Elections Regulation No. 2, Sec. 204 Paragraph (E) Contents of Petition nomination a Candidate for Election at Large to the Board of Education states that the D.C. Election Act requires 125 valid signatures from each of the eight wards on a petition nominating a condidate for election at large.

In its ruling in favor of Dr. Haworth the Board of Elections stated, "we feel that we should interpreth election law liberally and not bar candidates by a strict construction of the law." "The electorate of the District of Columbia should have as wide a choice as possible in determing who should serve them on the Board of Education.

In view of these facts I am asking the Board of Elections to accept my petitions for my candidacy from wards8. I am also asking the Board of Elections to set aside its orginal ruling against me because my nominating petitions were not on the dediine because a compaing worker who was taking my petitions to the District Building had mechanical trouble with his car which prevented my petitions from being filed on time.

XXXXXPlease reply immediately.

Sincerely

R. H. Booker

Matters received from E. Wesley Williams Sawyer.

ARS

October 10, 1969

Government of the District of Columbia
Board of Elections
District Building
Washington, D. C. 20004

Attn: W. M. Huey, Executive Secretary

Re: Mrs. Evie M. Washington
Candidate For Ward 2
Board of Education

Gentlemen:

Please find enclosed 9 additional Affidavits in behalf of this Candidate. We ask that these be received in substantiation of the authenticity of each such person's signature which appeared on the qualifying Petition.

I hereby certify that at 3:45 P.M., October 11, 1969 copies of the 9 foregoing Affidavits (Exhibits) were personally served upon Arthur E. Strout, Esq., Challenger, herein, at his office of record 625 Washington Building, Washington, D. C., a receipt from Mr. Strout's office is attached, hereto.

Respectfully submitted,

Dovey J. Roundtree

Dovey J. Roundtree
Counsel for
Mrs. Evie Mae Washington

October 8th, 1969

To Board of Elections For
the District of Columbia
District Building
Washington, D. C.,

DISTRICT OF COLUMBIA, ss:

I the undersigned citizen, resident of Ward II, Washington, D. C., do hereby say upon oath that I did authorize and request that my name be signed or affixed to the Petition in behalf of Evie M. Washington for candidate to the D. C. Board of Education. I hereby affirm that signature as my act and deed.

E. Pauline Byers
NAME

1311 Delaware Ave S.W. apt S 327
ADDRESS

315 149
REGISTRATION NO.

SUBSCRIBED and SWORN to before me this 10th day of October, 1969,

Charles Brown
NOTARY PUBLIC, D. C.,

October 8th, 1969

To Board of Elections For
the District of Columbia
District Building
Washington, D. C.,

DISTRICT OF COLUMBIA, ss:

I the undersigned citizen, resident of Ward II, Washington, D. C., do hereby say upon oath that I did authorize and request that my name be signed or affixed to the Petition in behalf of Ervie M. Washington for candidate to the D. C. Board of Education. I hereby affirm that signature as my act and deed.

Alfreda Proctor
NAME

1240 Half St. SW.
ADDRESS

594 998
REGISTRATION NO.

SUBSCRIBED and SWORN to before me this 9th day of October, 1969,

Wesley L. Washington
NOTARY PUBLIC, D. C.

October 8th, 1969

To Board of Elections For
the District of Columbia
District Building
Washington, D. C.,

DISTRICT OF COLUMBIA, ss:

I the undersigned citizen, resident of Ward II, Washington, D. C., do hereby say upon oath that I did authorize and request that my name be signed or affixed to the Petition in behalf of Evie M. Washington for candidate to the D. C. Board of Education. I hereby affirm that signature as my act and deed.

[illegible]
NAME

[illegible]
ADDRESS

594377
REGISTRATION NO.

SUBSCRIBED and SWORN to before me this 9th day of October, 1969,

Vera L. Washington
NOTARY PUBLIC, D. C.,
My Commission Expires [illegible]

October 8th, 1969

To Board of Elections For
the District of Columbia
District Building
Washington, D. C.,

DISTRICT OF COLUMBIA, ss:

I the undersigned citizen, resident of Ward II, Washington, D. C., do hereby say upon oath that I did authorize and request that my name be signed or affixed to the Petition in behalf of Evie M. Washington for candidate to the D. C. Board of Education. I hereby affirm that signature as my act and deed.

Selma Perkney
NAME

1522 9th St. N.W.
ADDRESS

370771
REGISTRATION NO.

SUBSCRIBED and SWORN to before me this 10th day of October, 1969.

NOTARY PUBLIC, D. C.,

My Commission Expires June 14, 1974

October 8th, 1969

To Board of Elections For
the District of Columbia
District Building
Washington, D. C.,

DISTRICT OF COLUMBIA, ss:

I the undersigned citizen, resident of Ward II, Washington, D. C., do hereby say upon oath that I did authorize and request that my name be signed or affixed to the Petition in behalf of Evie M. Washington for candidate to the D. C. Board of Education. I hereby affirm that signature as my act and deed.

[illegible]
NAME

1005 [illegible]
ADDRESS

[illegible] 980
REGISTRATION NO.

SUBSCRIBED and SWORN to before me this 9th day of October, 1969,

Vera L. Washington
NOTARY PUBLIC, D. C.,

October 4th, 1969

To Board of Elections for
the District of Columbia
[illegible] Building
Washington, D. C.,

DISTRICT OF COLUMBIA, ss:

I the undersigned citizen, resident of Ward II, Washington, D. C., do hereby say upon oath that I did authorize and request that my name be signed or affixed to the petition in behalf of Kyle M. Washington for candidate to the D. C. Board of Education. I hereby affirm that it is as my act and deed.

[illegible]
NAME

[illegible]
ADDRESS

[illegible]
REGISTRATION NO.

SUBSCRIBED and SWORN to before me this 14 day of [illegible], 1969.

[illegible]
NOTARY PUBLIC, D. C.,

October 7th, 1954

To Board of Elections For
the District of Columbia
District Building
Washington, D. C.,

DISTRICT OF COLUMBIA, ss:

I the undersigned citizen, resident of Ward II, Washington, D. C., do hereby say upon oath that I did authorize and request that my name be signed or affixed to the Petition in behalf of Evie M. Washington for candidate to the D. C. Board of Education. I hereby affirm that signature as my act and deed.

Howard Worden
NAME

433 Irvin St. N.W.
ADDRESS

WASHINGTON, D. C.

SUBSCRIBED and SWORN to before me this 16th day of October, 1954,

Notary Public D. C.,

October 8th, 1969

To Board of Elections For
the District of Columbia
District Building
Washington, D. C.,

DISTRICT OF COLUMBIA, ss:

I the undersigned citizen, resident of Ward II, Washington, D. C., do hereby say upon oath that I did authorize and request that my name be signed or affixed to the Petition in behalf of Evie M. Washington for candidate to the D. C. Board of Education. I hereby affirm that signature as my act and deed.

Walter Singletary
NAME

915-O NW
ADDRESS

[illegible]
REGISTRATION NO.

SUBSCRIBED and SWORN to before me this 10th day of [illegible], 1969,

[illegible]
NOTARY PUBLIC, D. C.,

My Commission Expires June 14, 1974

October 8th, 1969

To Board of Elections for
the District of Columbia
Electric Building
Washington, D. C.,

DISTRICT OF COLUMBIA, ss:

I the undersigned citizen, resident of Ward II, Washington, D. C., do hereby say upon oath that I did authorize and request that my name be signed or affixed to the Petition in behalf of Ryte M. Washington for candidate to the D. C. Board of Education. I hereby affirm that signature as my act and deed.

Pauline McCleary
1252½ St. N.W.
ADDRESS

REGISTRATION NO.

SUBSCRIBED and SWORN to before me this 9th day of October, 1969.

Mrs L. Washington
NOTARY PUBLIC, D. C.,

Self-Selection

(10)

1005 Kenyon Street, N.W.
Washington, D.C. 20010
October 24, 1967

Reverend Everett Newlett
President, Board of Education
Franklin School
Washington, D.C.

Dear Reverend Newlett:

More and more the people of Washington are questioning their government agencies, which agencies are supposed to represent the people. Especially do the techniques of the Board of Education puzzle the public of Washington.

Obviously the people of the District are interested in the things that concern the city and its residents. By now, the Board of Education should realize that District citizens are at the end of their rope in being ignored. The upsurge in citizens' desires, even demands, to participate in the affairs of their city is a healthful sign. It should be encouraged, not by-passed.

Specifically, we are talking again about the superintendency of the public schools of the District. Article after article has appeared in the daily papers of Washington; letters from citizens have been published in these papers all in support of Mr. Henley. The most substantial reasons have been set forth to show Mr. Henley's qualifications-qualification of character, of expertise, of experience. We need not repeat them here. The city of Washington wants Mr. Henley. His qualifications are unassailable.

Then why is the Board of Education dallying, making itself look inept and foolish, and worst of all, losing what confidence the people might have had in it? The committee appointed to find a superintendent must be embarrassed by now. It may not be its fault that it has failed dismally. The superintendency of the Washington schools is no plum. Then name Mr. Henley and put an end to your torture; an end to the confusion and harm being done to the system and to the pupils; and start the beginning of a better day for the schools of our city. For once, listen to the people. See that each board member get a copy of this letter. Thank you.

Yours truly,

(Mrs.) Ella Pollock

% Hayden has something else she wants to add

Copy See p. 2

Dear Mr. Simons:

[illegible] the opening [illegible] to the situation. [illegible] improved; if an[illegible] intent on harass[illegible] several members of the fa[illegible] real concerned fear that their work [illegible] affected if this situation continues. Steps have [illegible] taken to file two formal grievances, and at least [illegible] one of the two grievances filed [illegible] refusal to attend an English department meeting and listen to the teachers' suggestions for equalizing work [illegible] the department.

Other actions which [illegible] here [illegible]

1. The principal [illegible] the briefing sessions with [illegible] to DIVITCA.
2. He has written letters to Rhodes in which he has given false or distorted accounts about a number of teachers.
3. The [illegible] out their duties has been in many cases inadequate and erroneous, and misleading.
4. The principal has taken every occasion to [illegible] members [illegible] teachers either in [illegible] their colleagues or the student body, even resorting to publishing in the daily bulletin the names of those teachers who did not sign in one day (his listing was incomplete and obviously aimed at a single teacher).
5. The registration of students is incomplete with much of the programming remaining to be done by each teacher. There are many, many errors in these data [illegible], such as wrong room numbers or teachers [illegible] teacher [illegible] at the errors, some administrator takes great offense.
6. Access to the student records room has been [illegible] denied the teachers (this room also contains Xerox machines, paper cutter, and other equipment normally used by teachers)

7. Teachers have been forbidden use of [illegible] in [illegible] area for official business; they have been instructed [illegible] phones in the lounges and have protested that the switchboard [illegible] in these and that the noise in the lounges prevents any satisfactory communication there (the administration didn't stand)

6. After their first day at school, some of the students characterized the situation as one of "open warfare"

8. The honors classes in humanities remain intact, with patterns of segregation continuing, and there is strong suspicion among teachers that the other classes are tracked (also that classes of slower students have again been assigned in punitive fashion to the teachers who have attempted to improve conditions at the school) even though Zevin proclaims pure heterogeneous grouping

There are many more instances and probably problems which have not come to my attention, but this partial report is being sent largely for your information. It is important that the Union officials have some advance warning that the conditions here are not conducive to smooth operation of a school; unless there is some major change, I expect a deluge of grievance actions if not some form of open revolt.

For the first week a Mr. Andrew Weeks from Rhodes' office has been in the building. Since the purpose of his being here has not been explained to us, some teachers regard his presence as a further attempt to intimidate and discourage any form of criticism. Whether this is true or not, I feel that the faculty is entitled to know why Mr. Weeks is at the school and whether other schools are enjoying similar benefits. If he is, as rumor has Mr. Zevin's replacement, shouldn't the teachers know it?

Yours truly,

[illegible]

319 Quackenbos Street NE
Washington, D. C. 20011

October 17, 1968

Dear Mr Hobson:

The enclosed report reflects the following pathetic state of affairs in the District of Columbia regarding its school age mentally retarded children:

1. The D. C. school system admits to approximately 5,000 "educable" mentally retarded (generally considered from 50-75 IQ) in its school system, with a special education program this fall for only 1,000 of them, called the MIND program.

2. We believe the true number of the mentally retarded school age children in D. C. is closer to 10,000 based on sources and data cited in this report. If this is correct, then there are not 4,000 without special education facilities of any sort, but 9,000 such children either forced to stay at home, or fend for themselves in school classes with normal children.

3. The D. C. schools obviously desperately need to conduct a screening program to identify the true number of mentally retarded (75 IQ and below), and a second category of "slow learners" (with IQ's of approximately 75-90). These are two distinct categories with totally different needs to be met. The MIND program helps only the "slow learner" but handicaps the mentally retarded.

4. An estimated 1.3% (128) of the approximately 10,000 mentally retarded children referred to above, have found classes to meet their needs in private schools in the D. C. area, but have been refused tuition and transportation aid by the D. C. Superintendent of Schools unless they have multiple handicaps; i.e., are also blind, deaf, or severely emotionally disturbed. Many of the parents of these children will be forced to take their children out of private schools, unless tuition and transportation aid is forthcoming.

We know you will want to join the parents of these helpless mentally retarded D. C. children in correcting this tragic situation, which is becoming a national scandal. Your support is desperately needed.

PARENTS UNITED TO HELP THE D. C. MENTALLY RETARDED.

SAMUEL PASCHALL
Chairman

TO: MEMBERS OF THE D. C. BOARD OF EDUCATION

SUBJECT: Tuition Aid for the Mentally Retarded: and a Review of the MIND Program by the D. C. Board of Education

Dr. William Manning in his meeting with the D. C. Board of Education on March 20, 1968 appears to have misled the Board regarding his intent to include the mentally retarded as a category of handicapped children, eligible for tuition aid if there was no adequate place for them in the D. C. schools.

The Superintendent of Schools now states that it is not his intent to pay tuition for the mentally retarded, if they are only mentally retarded and not also severely emotionally disturbed, and if there is no place for them in the D. C. schools.

Since, as this report to you will show, the D. C. schools do not have a place in the schools this fall for 4,000 of the 5,000 or more school-age mentally retarded in D. C., 3,900 of these children are abandoned to their own fate, (a) trying to compete in normal D. C. classes, or (b) are staying at home; and the 128 who have found a place in a private school in the D. C. area are left without hope for tuition aid from the D. C. school system. We cannot believe that the D. C. Board of Education concurs in such a policy toward the mentally retarded, and will want to correct it.

Background

At the March 20, 1968 Board of Education meeting, Mr. Rosenfield, who was concerned about the welfare of the mentally retarded in the D. C. schools, submitted an amendment to the written school policy on Tuition Grants For Pupils Needing Special Services. Since this written policy then before the Board specifically named the severely emotionally disturbed, the blind, and the deaf as handicapped children for whom tuition aid would be paid if there were no adequate facilities for them, but did not name the mentally retarded, Mr. Rosenfield questioned this exclusion of the mentally retarded and proposed this amendment:

> "that in any cases where our school system does not provide the necessary educational facilities for these youngsters that tuition grants be provided for them so they can go on to other schools that have the facilities."
> (page 50, testimony before the Board)

Rev. Hewlett thereafter presented the motion as amended to include Mr. Rosenfield's amendment to read "that tuition grants be provided for children for whom we have inadequate or no services." Dr. Manning then testified:

> "I think paragraph 2 (of the school's policy statement on tuition grants) states that. Actually the intent of this motion is to pay the tuition for the cost of educating those youngsters we do not have the facilities for."
> (underlining added. Pages 50, 51 testimony)

Based on Dr. Manning's testimony, Mr. Rosenfield therefore withdrew his amendment.

After hearing statements from Dr. Sessions, Dr. Manning again stated his intent as follows:

> "Thank you, Dr. Sessions. It is one that I appreciate. I must say that the Special Education program, as presently being provided in the District Schools is extremely weak. Very, very weak.
>
> "I want to echo what Dr. Sessions has said and I agree in general with everything he has said with respect to the great need of doing something for the special education youngsters.
>
> "I made the comment also that I really feel we have a very weak Special Education program, and I think that we should be providing for the special education children to a much greater degree than we have.
>
> "As a matter of fact, the tuition payments that we are suggesting now is merely a step in that direction that these youngsters will be provided for. Otherwise they would not at all because we do not have the facilities..."
> (underlining added. Pages 52, 53, Dr. Manning's testimony before the D. C. Board of Education)

Thus, while allaying the Board's genuine and rightful concern about the welfare and education of the mentally

retarded, Dr. Manning on the other hand has given instructions since then to his Department of Special Education that no such tuition aid is to be provided for mentally retarded children, for whom the D. C. schools do not have adequate facilities, unless that mentally retarded child is also severely emotionally disturbed, blind or deaf. This is in direct contradiction to his statement before the Board of Education. He did not on March 20, 1968, suggest to the Board that the mentally retarded child have compound handicaps in order to be eligible for tuition aid. His present policy thus excludes the mentally retarded from tuition aid grants which we do not believe was the Board's intent.

For Dr. Manning to say, and others in his school system to say, that the D. C. schools have adequate facilities for the educable or other categories of the mentally retarded, is patently untrue. Dr. Manning and his staff have recently stated that there are 5,000 mentally retarded children of school age in D. C., and yet state that only 1,000 of them have a place in the MIND program, the D. C. schools' newly instituted program for the mentally retarded. This is the program that the Working Group of the Executive Study Group recommended be rejected and dropped from the D. C. schools in June, 1968, because it did not meet the needs of the mentally retarded.

We believe, in fact, that the number of mentally retarded school age children in the D. C. schools is probably considerably higher than 5,000, and that the D. C. schools have done inadequate screening to determine the true number. The reason we believe this to be the case is the following:

a. It was reported in the Judge Skelly Wright decision of Hobson vs. Hansen (1967) that there were 5,500 D. C. school children of below 75 IQ in the "Basic Track" program, plus many more D. C. school children in the "General Track" program for children with IQ of 75 and up.

b. The President's Committee on Mental Retardation, in its 1968 annual report, stated "conservative estimates of the incidence of mental retardation in inner city neighborhoods begin at 7%." The 1968-69 D. C. school enrollment is reported at 153,000 pupils. Applying the 7% ratio to this figure would give 10,710 mentally retarded children in the D. C. schools.

c. The June, 1968, Executive Study Groups to the D. C. Board of Education, whose recommendation dropping the MIND program the D. C. Superintendent of Schools ignored, and the Passow Report, both state that an extensive screening is needed of D. C. school age children to determine the number needing special education classes. It is clear from the studies of both groups that the identification of the actual number of the mentally retarded in the D. C. schools has not been made.

From the statistics in a. and b. above, we believe it reasonable to assume that the actual number of mentally retarded in D. C. schools is closer to 10,000, rather than 5,000.

With 5,000-10,000 mentally retarded children of school age in D. C. and with only 1,000 in the MIND program itself, it would appear that 4,000-9,000 other mentally retarded children are thus abandoned and left to fend for themselves in trying to compete with normal children in normal classes, (2) stay at home, or (3) try to find a place in a private school in the area without benefit of any tuition aid from the D. C. schools.

By last count, there were approximately 128 children from the District of Columbia in private schools for the mentally retarded in the Washington metropolitan area. This is 1.3% of the estimated 10,000 mentally retarded school age children in D. C.

This D. C. school policy of not providing tuition aid to the mentally retarded is directly contrary to the progressive and enlightened policies of nearby Maryland and Virginia Counties who feel a responsibility for providing for the mentally retarded school age children, if they cannot do so; therefore, these two states provide tuition and transportation aid to help such children find a place if possible in a private school so that they will be provided for to the extent possible. In Maryland and Virginia it is <u>not</u> a requirement for such tuition and transportation aid that the child have multiple handicaps. Being mentally retarded is sufficient.

What is even more incomprehensible in the D. C. school system's policy is that they give no consideration to the fact that school systems save up to $1,200 per student per year when the school system pays the tuition for a mentally retarded child in the D. C. area. Maryland and Virginia estimate that it costs in the neighborhood of $800 per year of school funds for each normal child in the school system, and those states and the National Education Association apply a ratio of 2-3 times that figure as the cost to provide facilities for each mentally retarded child, or from $1,600-$2,400 for each mentally retarded child. Using a median figure of $2,000, the D. C. school system would then save up to $1,200 for each mentally retarded child since the tuition at some private schools in the area are as low as $800 per year. Even if the D. C. school saved only $400 per year per student, this would mean a savings for the D. C. school system of $51,200 for the tuition aid paid for the 128 mentally retarded school age children in private schools for the retarded in the D. C. area.

Whether the D. C. school system can legally disclaim responsibility for such children, while they simultaneously have no place for them in the D. C. schools with some 3,900 on the waiting list to get into the MIND program, is questionable. In any case we believe that this D. C. school policy cannot stand close scrutiny, and should not stand unchallenged by the D. C. Board of Education, particularly when the D. C. schools are simultaneously asking for additional funds from Congress to expand the MIND program, a controversial program at best, which the Working Group of the Executive Study Group, which was studying the D. C. schools for the Board of Education, recommended in June, 1968, be dropped from the D. C. school program. The Working Group of the Executive Study Group stated that the MIND program, which is a brainchild of the D. C. school system, be rejected, because, after study by a group of professionals in the mentally retarded field, and after meetings with various D. C. Public School staff members, the Working Group concluded:

> "(We) have been unable to find in the MIND (meeting individual needs daily) project any premise for meeting the varied and complex needs of children."

The Executive Study Group recommended retaining the MIND program, only long enough to get an alternate program underway, and not expanding the MIND program. The Superintendent of Schools of D. C. ignored the findings of the Executive Study Group and shoved the program on through to begin operation this fall, and now plans to expand it.

An example of the operation of the MIND program is that in one school in D. C. of 1,200 students, it accommodates only 20 children. For those twenty children, it gives them special instruction only in math and reading, and for all other academic instruction, these twenty mentally retarded are placed in classes with normal children. This is done ostensibly on the basis that such social associations with normal children will overcome the great deficiencies present when a mentally retarded child tries to compete in a normal classroom situation with normal children. As any parent of a mentally retarded child knows, these retarded children undergo ridicule, become frustrated and more withdrawn, develop severe emotional problems from being unable to compete, lose all confidence in themselves, and instead of making progress, recede in their learning ability. Thus, as the report of the Executive Study Group indicates, the underlying premise of the MIND program is basically unsound and the program will die of its own dead weight and deficiencies eventually. Until it dies, however, it imposes on these helpless children and their parents this glibly written MIND program which is serving a political purpose of ostensibly providing for the mentally retarded, but in actuality is causing these children to regress.

If the Board of Education will hear testimony from (1) parents of the D. C. mentally retarded in the MIND program, and (2) speak privately with many of the D. C. teachers so that they can give you their uninhibited opinion of this program, and (3) talk to others who have no axe to grind for this MIND program, you will quickly find that the Working Group of the Executive Study Group's recommendation to reject this program was soundly based. With the Superintendent of Schools trying to get supplemental funding from Congress to expand this MIND program, he is in reality delaying the day when the D. C. schools can have the proper and desperately needed program to adequately serve the great needs of the D. C. school age mentally retarded. There are several other valid and excellent alternatives to the MIND program, one of which has already been recommended to the Board by the Executive Study Group in its report of June 1968.

Conclusions

With the D. C. school system disclaiming any present responsibility for providing for the 4,000-9,000 mentally retarded of school age in D. C. who have no place except in classes for normal children this fall; (2) with all

classroom space for this fall reported to be fully or over-committed; (3) with special education teachers dispersed throughout the D. C. schools teaching in normal classes; (4) with only a portion of the teachers in the MIND program trained and certified in special education; (5) with further funding being requested of Congress only to expand the MIND program, and to fund tuition aid only for the blind, deaf and severely emotionally disturbed, and no such tuition funded for the mentally retarded unless their handicap is compounded by one of the other three just mentioned; (6) with funding for the MIND program expansion not yet formally drawn up and presented to Congress and thus somewhere off in the future under supplemental funding from Congress, if and when Congress funds it after a careful review of it; (7) with no allocation for tuition aid for the mentally retarded apparently scheduled in the FY 69 or FY 70 school budget -- the situation looks chaotic and hopeless to the D. C. parent with a retarded child. This parent has only one chance in five or ten that his child will be in even the controversial MIND program this fall. If his child is one of the remaining four out of five for whom there is no place in MIND, the present D. C. school policy does not even provide tuition aid so that he can try to provide for his child in a private school.

For the reasons stated above, these D. C. parents of the mentally retarded feel that their children have been in effect abandoned for the next 1-5 years by the D. C. Superintendent of Schools, since it would take that long to fund and expand even the MIND program, and properly staff it and find space for it. Their children are thus left to the best fate the parent can work out for them if he is not in a special class now. And there are some 4,000-9,000 children in this category! What a chaotic situation!

Most reasonable people would assume that the first priority of a public school would be to provide for the needs of its handicapped children, which certainly include the mentally retarded, according to the definition of "handicapped" by the medical profession. Providing for normal children in kindergarten and pre-kindergarten classes is important; however, most people would feel it of far less importance than providing for the needs of the handicapped, even if the D. C. school system does not feel this way.

With an annual budget of $150 million in city funds and another $19 million in Federal funds, 7,000 teachers

snd 200 buildings, we believe the effort toward helping the mentally retarded can be improved upon, if the handicapped are considered first priority concern in education.

With millions of dollars being spent by the Superintendent of D. C. schools in other programs, some of which are of questionable efficacy, one would think that the mentally retarded would be given some consideration of a first priority nature. We thought that the Board of Education was to have some say in assigning priorities to school programs for funding purposes. If you are not able to (1) amend the tuition aid policy to include the mentally retarded, and (2) to request a careful study and review by a committee of your Board members of the MIND program, apparently you do not have any influence over the D. C. schools and will become only a "rubber stamp" Board.

Recommendations

We, therefore, in the name of humane consideration for the mentally retarded handicapped children of D. C., recommend the following:

1. That the D. C. Board of Education formally request a screening of the D. C. school children to determine the actual number of mentally retarded children in the school system.

2. That the D. C. Board of Education (a) appoint a three-man committee from the Board to review and study the MIND program in the D. C. schools; (b) call members of the Executive Study Group to testify about it; (c) call parents of the D. C. mentally retarded to do likewise; (d) interview privately MIND and other teachers in the D. C. schools about the deficiencies and other underlying false premises of the MIND program; (e) and perform this review prior to forwarding to Congress requests for continuation or further funding of the controversial MIND program. It will only compound the school system's error to fail to do this review <u>before</u> a request for expansion of this program goes to Congress.

3. Consider carefully the recommendation of the Executive Study Group that a much different and

much more effective program for the mentally retarded than the MIND program be instituted in the D. C. school system in its place. To fail to do this is to further delay the day when the D. C. schools can have a proper and valid program for its estimated 10,000 mentally retarded, and will compound the error made by the Superintendent of D. C. schools in expanding the MIND program.

4. For the 1.3% (128) of the D. C. mentally retarded school age children who can or have found a place in private schools in the area, that they be provided tuition and transportation aid by the D. C. school system, in order that they be provided for in their special needs. This would put D. C. in conformity with Maryland and Virginia schools in this consideration for the mentally retarded.

We know that the D. C. Board of Education has the best interests of the mentally retarded at heart and will choose to act promptly on this matter. The proper education and welfare of 5,000+ mentally retarded school age children in D. C. depend on your action on this matter.

PARENTS UNITED TO HELP THE D. C. MENTALLY RETARDED

Information copies to:

National Association for Retarded Children (NARC)
Association on Mental Deficiency (AAMD)
House and Senate Appropriation Committees
House and Senate District Committees
League of Women Voters
Candidates for the D. C. Board of Education
President's Committee on Mental Retardation

Neighbors, Inc.

6400 GEORGIA AVENUE, N.W. • WASHINGTON, D. C. 20012 • (202) RAndolph 6-3454

Edward S. Cogen
PRESIDENT

Edward S. Hollander
EXECUTIVE DIRECTOR

October 18, 1968

Mr. Julius W. Hobson
300 M Street, S. W.
Washington, D.C. 20024

Dear Mr. Hobson:

On behalf of Neighbors, Inc. I am pleased to inform you that our Board of Directors has voted to endorse your candidacy for one of the at-large seats on the Board of Education. The Board also endorsed Dr. John Sessions and the Reverend Douglas Moore for at-large seats, and Mrs. Muriel Alexander for the 4th Ward seat. We will be notifying our membership and the residents of this ward of our organization's endorsements and urge support for you.

With best wishes for success on November 5th,

Sincerely,

Edward S. Cogen

D.C.

SCHOOL BOARD CANDIDATES ANSWERS

TO A QUESTIONNAIRE

[illegible]
[illegible] Avenue N.W. Room [illegible] Washington [illegible]
School Board Candidates' Answers to a Questionnaire has been prepared by the D.C. League of Women Voters to give voters in the District of Columbia a convenient reference to the School Board candidates in the November 5, 1968 election.

[illegible]

* Indicates that the answer has been excerpted from material furnished by the candidate.
† Indicates that the answer has been cut to meet requested word limits.

AT LARGE

CANDIDATES

Benjamin H. Alexander - 2522 S. Dakota Ave. NE, research chemist
Anita Ford Allen - 301 Oneida St. NE, public administration, US Office of Education
Daniel Butler - 450 Riggs Road NE. No reply received.
Ellis Haworth - 4401 Davenport St. NW, retired professor of chemistry.
Julius W. Hobson - 300 M Street SW, government economist, Social Security Administration
James A. Jackson III - 700 Seventh Street SW, pharmacologist
Frederick M. McCoy - 4018 Lane Place NE, president and manager of cab company
Douglas E. Moore - 2628 Monroe St. NE, minister, assistant director of Shaw Urban Renewal project
John A. Sessions - 658 Independence Ave. SE, staff representative, AFL-CIO Department of Education

Question 1 -- WHAT SPECIAL QUALIFICATIONS DO YOU POSSESS WHICH WOULD CONTRIBUTE TO OR ENHANCE YOUR EFFECTIVENESS AS A SCHOOL BOARD MEMBER?

Benjamin H. Alexander -- I am an incumbent School Board member, so I know the conditions of the D. C. schools and am also deeply interested in D. C. community programs. I teach at the USDA Graduate School and am an Adjunct Professor at the American University. I am active in P.T.A. work and am on the Joint Board of Science Education. I speak on educational topics over the whole country.

Anita F. Allen -- I am a native of the District of Columbia and attended its public schools. I have three children presently in D. C. public schools. My professional activities are in the field of urban education and with the problems of improving education for the disadvantaged. I have also had 15 months experience on the D. C. Board of Education which has provided indoctrination in the problems our education system faces. My knowledge of the system, professional experience, school board experience, and interest qualify me for the Board.

Ellis Haworth -- My special qualifications include my detailed knowledge of the operation of the D.C. School system; my broad knowledge of educational problems; my wide experience in dealing with District officials and Congressional committees; my expert knowledge of budgetary matters; and my broad contacts with community groups (P.T.A., Citizen and Civic Associations, Teacher Associations, and other groups).

Julius W. Hobson -- I am directly responsible for the abolition of the track system which was destroying black children in D.C., removal of Carl Hansen as superintendent, and for the hearings before the House Committee on Education and Labor which exposed the District of Columbia public schools. I went to jail in 1964 and desegregated all private schools in the District of Columbia.

James A. Jackson III - As a scientist, I have had experience both in behavioral science and in dealing with people and children in particular. I have been a volunteer leader in the Y.M.C.A. for ten years. Many different kinds of children pass through the Y.M.C.A. I have had similar experience with the Boy Scouts of America. I firmly feel that I have grasped the problems of education in urban areas in general.

Frederick M. McCoy -- I am a father with two young children attending the public schools in our city and am a product of District of Columbia schools including Howard University. I have served on the Community Council, the group of advisory citizens who worked with the various task forces of the Passow Study. When proposals were made to our incumbent Board, they did absolutely nothing. As a member of our new Board, I promise you a change.

Douglas E. Moore -- I have had four years' experience as a teacher and administrator of a high school in the Congo and have had extensive experience in church and community programs.

John A. Sessions -- Expert knowledge, a passionate concern for the needs of all children, a deep hatred for injustice, an ability to relate well to most segments of the community, and a knack for standing up pretty well under all kinds of pressure.

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Question 2 -- WHAT DO YOU CONSIDER TO BE THE THREE MOST URGENT PROBLEMS FACING THE BOARD OF EDUCATION AND WHAT ARE YOUR SUGGESTIONS FOR SOLUTION?

Benjamin H. Alexander -- Reading - I propose to use programs designed to improve city-wide reading skills, programs which are known to have extremely high interest for children and will motivate them to learn to read. Discipline - I am committed to the improvement of discipline in the D.C. schools by modern methods acceptable to the community at large. The discipline will be improved by well-prepared, dedicated teachers and administrators who are ready to do a good job even under adverse conditions every class period, every day. Administration and Teacher Development - I will assure devotion to the concept of continuous administration and teacher development through all forms of training programs, in-service, during school hours or otherwise with pay, so that the future practices by all school staff will meet with contemporary standards of instruction as designated by the most advanced and universally accepted institutions of learning.

Anita F. Allen -- (a) The instructional program is rotten and does not meet the needs of the children. It is possible to re-think the organization of and preparation for instruction and determine a logical pattern for radical change and improvement of the system. (b) Lack of suitable and sufficient facilities, including buildings and equipment. Pressure must be brought for turn key construction, for an educational park, and for legislation to require provision of classroom space for use by every new public or private housing development. (c) Vocational adult, and community education is practically non-existent. We must start where we are -- at the bottom -- involving business, government, and community forces for immediate change.

Ellis Haworth -- (a) Getting funds for needed new schools and modernizing old ones -- obtaining increased authority to borrow from the Federal Treasury for new school construction, so that within five years all shortages of seating space will have been overcome and modernizing buildings to establish community schools wherever needed in the city. Such schools should be operated from early morning to late evening, throughout the year. (b) Curriculum revision -- Get appropriations sufficient for a large scale curriculum program including funds for substitute teachers so that experienced teachers can serve full time on curriculum committees and funds to hire expert consultants. Courses of study should be tried out for pupil reaction before final adoption. (c) Staff improvement -- Training should be offered by school superintendent in cooperation with local colleges and universities to up-date teachers in subject matter and teaching techniques needed to deal with present-day pupils. For school officers, training should be provided in meeting community demands.

Julius W. Hobson -- (a) Study rules and regulations governing functions of the School Board -- what they can and cannot do. (b) Study rules and regulations governing functions of school administration -- so they'll know what they can and cannot do. (c) Get someone to tell the Board what the Wright decree is -- that is the law of the land and it cannot be denied.

James A. Jackson III -- (a) We must change over from uni-ethnic to multi-ethnic curriculum. We must return to national and state archives to set records straight -- to get material with which all children can identify. (b) We must change over from management procedures of yesteryear to management procedures of today. We must appoint a school administrator with a business education background whose sole responsibility is the management of the system and a superintendent whose sole responsibility is the educational process in the system. (c) The communication problem -- We must create educational advisory councils which consist of people from all groups of the community who are concerned with education.

Frederick M. McCoy -- * First, we must have unity on the School Board. We must have as a School Board a dedicated group of citizen leaders, business, professional and community representatives who can agree to support their own leadership. I pledge my support and best efforts to the new president of our Board whoever it may be. Second, we must have an educational engineer, a superintendent who can design a quality program. Third, we must have school administrators who will support and effectively carry out the design of our superintendent. Every plant -- that is, every school -- must have efficient principals and teachers. These public servants should be relieved of entangling politics of personal promotions with the establishment of an appropriate merit system.

Douglas E. Moore -- 1. Administrative accountability. 2. Budget control and development. *3. Staff development. Creating a staff -- administrators, teachers, counselors, and support personnel of all kinds -- capable of effectively meeting the educational needs of the pupils. Urban area must accept the urgent need to pay for training and retraining of their school staffs. The Columbia University Study of the D. C. Schools suggests that from 15% to 20% of the school budget should be spent in the area of staff development.

John A. Sessions -- 1. Time is the greatest enemy. The new Board must find quick solutions for a backlog of needs that has been accumulating for years. 2. Redefining the powers of the School Board in relationship to Congess and the D. C. Government. 3. Redefining the relationship between the school system and the various communities in the city.

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Question 3 -- HOW WOULD YOU IMPROVE THE QUALITY OF EDUCATION FOR STUDENTS IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS?

Benjamin H. Alexander -- * My platform is built upon the raised hand of all school children asking their teachers, their parents, their administrators, their communities and their congressmen to recognize their needs. The planks of my platform correspond to the five fingers of that raised hand. The first plank is concerned with reading which is identified with the thumb (since the thumb is the most important finger on the hand). The second plank has to do with pupil discipline and is identified with the index finger. The third is administration and teacher development - the fourth is parents-students-staff working together in school planning, school organization and school social benefits, and the fifth and by far not the smallest (as inferred by the little finger) is budget responsibility - procurement of adequate financing and selection of the programs which do the most toward meeting the needs of all District of Columbia students.

Anita F. Allen -- I would use the recommendations proposed by the community, the Board, and school administrators for implementing the Passow Report as a blueprint for redesigning the system. Consultants as necessary from within the City and without should be used to assist in bringing about change. Year-round schooling with built-in staff development periods should be established. A plan for orderly change should be devised with strong enough leadership to see that the changes are real and not superficial.

Douglas E. Moore -- In addition to staff development, I think we should afford our young people special training in order to pass the battery of Federal entrance examinations, police exams, and other tests that stand between them and productive jobs in our society.

John A. Sessions -- I have supported major changes in the school system to bring flexibility and individualization into the curriculum. I hope the community will give me a mandate to continue my efforts. I also believe that one or more educational parks could provide quality education beyond our present capability.

Ellis Haworth -- * I consider the following to be top priority items: A city-wide program for the improvement of reading skills; a broad program of curriculum revision on all levels and in all fields; a program for staff improvement, involving both teachers and officers; an expansion of the educational program for three- and four-year old children, so that all children in the city who wish may participate in it; a greatly improved program for vocational education and job training; a reorganization of the elementary schools into divisions of about eight schools each, to make them more responsive to community needs and desires; obtaining funds for new school construction; modernizing existing buildings; an improved program of special education for all students who need it.

Julius W. Hobson -- I would enforce the Wright decree.

James A. Jackson, III -- I would create a committee of professional educators who would be able to provide motivation meaningful to a child as distinct from a miniature adult.

Frederick M. McCoy -- * In addition to the measures discussed in question 2, we must establish a competent educational research and development department in order to continue the flow of workable new services for our city schools. We must also have at every school a skilled school-parent coordinator - a person assigned to develop parent and school relations thereby giving parents and faculty new opportunities to express their concern about their children, the school and the community.

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Question 4a -- STATE YOUR POSITION ON THE ISSUE OF COMMUNITY CONTROL.

Benjamin H. Alexander -- I believe in decentralization and community involvement. Until Congress makes changes in the "Law" there can not be community control of the D.C. schools.

Anita F. Allen -- It is not possible to turn back the clock to the days of closed, strongly centralized administration of public schools. The tenor of the times demands greatly increased community involvement and greatly increased administrative responsiveness to the needs and wishes of the community. Administrative decentralization is feasible and necessary now to make the schools closer to the people. The local superintendents should be hired by locally elected boards and should be responsible to them.

Ellis Haworth -- As a scientist, I would want to see the results of a careful evaluation of the Morgan and Anacostia Projects. In the light of these reports, I would then determine whether to approve further requests for community control.

Julius W. Hobson -- I'm in favor of maximum community participation and community control when someone comes up with a workable definition of community control. The Anacostia Project is not community control but Ford Foundation-Fantini control.

James A. Jackson, III -- Divide the city into eight districts corresponding to the eight School Board wards. Each district would have a superintendent with authority in his district equal to the city superintendent's authority with respect to the city but subordinate to the city superintendent. Each local superintendent would be a professional educator. In addition, each district would have a school administrator to manage the district functions and an educational council.

Frederick M. McCoy -- * For those who blindly urge "neighborhood control", let me say that this election will give us neighborhood control. Let's look at the facts: (1) Washington will have for the first time neighborhood representation on the School Board. (2) No area will be favored without full and open debate by our elected "neighborhood representative" Board. (3) The people of this City can exercise their veto of any Board member who fails to represent their interest. (4) The problems of our school system are related to the system not being responsive to all the people. (5) There is the fear that the people of our City will make corrective decisions, through their elected representatives on the School Board, and expose the favored few.

Douglas E. Moore -- * We in Washington are now getting an elected Board of Education. As I see it, it will be the job of that board to heed the cry of the community as a whole and of the several parts that compose that whole. It seems to me that the push for "decentralization" is ample evidence that large city school administrative structures are not working. The flow of desires from the community to the top administrative level and the returning filtered answers takes too long, is too frequently perverted, and too often leaves no one responsible. Neither a selected school board nor administrators isolated in downtown office towers can be aware of neighborhood nuances, problems and needs. The time for a return to neighborhood Washington concerns is now. The time to say what we want is now!

John A. Sessions -- I support it, especially when it comes out of the planning of the community itself. I believe that there must be a framework of District-wide standards and attention to the rights of teachers.

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Question 4b -- STATE YOUR POSITION ON THE IMPLEMENTATION OF THE SKELLY WRIGHT DECISION.

Benjamin H. Alexander -- As a Board member, I voted for the implementation of the Skelly Wright decision in the D.C. schools.

Anita F. Allen -- I will continue to do all within my power to see that the school system no longer discriminates against poor children and black children. I will press to carry out the decision, not because the law says I must, but because I think it is past time that we provide equal opportunity for an education to every individual in our society.

Ellis Haworth -- Insofar as this decision involves further action by the school system, there is no choice but to obey it.

Julius W. Hobson -- Whether or not I'm on the Board there'll be a series of injunctions for every school principal and every school administrator who deliberately violates the Wright decree. My platform is law and order with poetic justice.

James A. Jackson, III -- Each district would have a Board monitor to see that the intent of the law is obeyed. The monitor would have to be a person versed in law and education. Removal of the Track System was removal of what the educators considered a method of education. If ability grouping is done without discriminatory overtones, then the intent of the law is obeyed.

Frederick M. McCoy -- I would obey the law and do the best I could.

Douglas E. Moore -- The Skelly-Wright decision is the law and it must be enforced. Anything less will be a contempt of court.

John A. Sessions -- The decision is in the great tradition of the Supreme Court decision of 1954. It gave the Board new power to correct long standing injustices.

The League of Women Voters is a non-partisan organization whose purpose is to promote citizen participation in government. The League does not support or oppose any political party, slate of candidates or individual candidate in any election. The League does provide factual, non-partisan information on election procedures and candidates.

WARD 1

CANDIDATES

Name	Address	Present Occupation
Emmett Anderson	1612 V Street N.W.	Architect
Felix P. Aiken	2821 - 11th St. N.W.	No reply received
Ilia L. Bullock	1005 Kenyon St. N.W.	Beautician
Charles I. Cassell	2900 Adams Mill Rd. N.W.	Architect for General Services Administration
Edward J. MacClane	1530 T St. N.W.	Archives Assistant at the National Archives
Nelson C. Roots	697 Irving St. N.W.	Real Estate and Insurance Broker
Eugene A. Thompson	1749 Lanier Place N.W.	Economist with the Bureau of the Budget

Question 1 -- WHAT SPECIAL QUALIFICATIONS DO YOU POSSESS WHICH WOULD CONTRIBUTE TO OR ENHANCE YOUR EFFECTIVENESS AS A SCHOOL BOARD MEMBER?

Emmett Anderson † - Through close association with people who are in the school system I can get various views of some of the problems confronting our schools. I married a school teacher who is now a principal in the D.C. School System. My brother is a principal in the school system and many friends are members of the D.C. school system. I have found among them a wealth of information. Another qualification I possess is my architectural background. I have 15 years of practice in the design and planning of elementary and secondary schools. I have had the opportunity to work with teachers, students at the various educational levels, consulting architects, engineers and manufacturer's representatives to make our classrooms and recreation facilities better for training our children in education.

Ilia L. Bullock* -- I have served as a community volunteer for 25 years. I know what the children want and can clearly articulate their desires. I have always been able to communicate with the poor people. I work, eat, sleep, walk, talk with them. To the poor person I am a solid rock of consolation. I want to help educate the people in the community. I could help to relate to the people in the community who are not familiar with the system.

Charles I. Cassell* - A native of Washington, educated in the public schools. Deeply involved in the exposure of the many serious deficiencies in the school system which resulted in the Skelley Wright court decision abolishing the discriminatory track system with instructions to correct the many other discriminatory practices of the school administration.

Edward J. MacClane -- I have been actively engaged in community affairs and have had a close working relationship with many District agencies. I have presented statements, on behalf of the D. C. Federation of Civic Associations, before [illegible] committees, District Commissioners, National Capital Planning Commission and many other civic groups. My wife is a retired public school teacher who taught [illegible] at the Cleveland School, located at 8th and T Sts. N.W.

Nelson C. Roots -- Approximately [illegible] years of dedication in civic and community work. I have been the President of Pleasant Plains Civic Association and [illegible] chairman of the D. C. Federation of Civic Associations. I have also [illegible] on the D. C. Commissioners Council on Human Relations as well [illegible] of the D. C. Corrections Advisory Committee.

Eugene A. Thompson -- As a specialist in budget methods, I am especially qualified to work on the budgeting aspects of the School Board problems. An [illegible] experience in the field of management analysis will help me to coordinate [illegible] other Board members so as to increase the effectiveness of the School [illegible]. My experience in involving others in groups toward a common goal would be of value in the establishment of true community involvement in the schools.

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Question 2 -- WHAT DO YOU CONSIDER TO BE THE THREE MOST URGENT PROBLEMS FACING THE BOARD OF EDUCATION AND WHAT ARE YOUR SUGGESTIONS FOR SOLUTION?

Emmett Anderson† -- Decentralization of the D.C. School Board of Education, the school's budget and overcrowding. Before attempting to decentralize the present School Board, I would point out [illegible] decentralizing the school board, which has very limited powers, could work [illegible] for some communities. First, I would give the newly elected [illegible] chance to function.

Since there is a wide difference between the budget proposed by the Mayor and the School Board, I think we should set aside a sum of money to act as a safety valve.

To relieve our schools from overcrowding, we should make use of temporary space where feasible, and step up our building program.

Ilia L. Bullock* -- The budget is badly planned. Money is being wasted. We should get someone who knows how to do long range planning.

The biggest problem is free lunches. The rooms are overcrowded and poorly equipped. There are not enough safety measures for the children during school hours. Children need free hot lunches and free rides in buses to and from school.

Dr. Passow's study is a waste of money and should be put in the trash can. The whole system must be changed because it is not suitable for the children.

Charles I. Cassell* -- Academic excellence can be achieved only when a community values education as a precious goal and has the power and resources to manage its own schools. Further deterioration of D.C. schools will only enhance conflict with the center city and increase the potential for confrontation between parents whose children receive inferior education and those who do not.

Edward J. MacClane -- One of the most urgent problems is to restore discipline in the schools. Teachers should be given more authority in the classroom and parents must be encouraged to cooperate. Overcrowded classrooms are a serious problem. It handicaps both the teachers and students. Money has to be budgeted to alleviate this situation. The lack of teachers is critical. The Board should take steps to see that all graduates of the District Teachers College be required to teach in the District for a specified period.

Nelson C. Roots -- The three most urgent problems facing the D.C. schools and the Board of Education are: Budget, discipline in schools and classrooms, and the need for quality education at all levels, especially at the elementary level.

In order to remedy, or certainly improve the situation, there must be larger budgets and a greater say over budget spending, etc. by the Board of Education, more qualified teachers, in-training programs with financial assistance, and closer community-teacher-student relations at all school levels.

Eugene A. Thompson -- Teachers in our schools are burdened with over-centralization, paper work and meetings, and a pervasive feeling that the way to advance is to conform. Their first priority must be teaching. I would propose that a management survey be made of the administration. Over one half of those who want to attend vocational schools are turned away because of lack of facilities. The result: dropouts and increased welfare costs. We should double the 1970 budget requests for vocational education and order a study to determine the resources available. D.C. schools are facing the manifold crisis of today because of a lack of citizen interest, involvement and the exodus to the suburbs. The School Board must make a meaningful place for parents and citizens.

Question 3 -- HOW WOULD YOU IMPROVE THE QUALITY OF EDUCATION FOR STUDENTS IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS?

Emmett Anderson -- All teachers in the public school system should receive a periodic memorandum with emphasis on the importance of making men and women for tomorrow.

We should cut classroom sizes, where the learning rate tends to be low. We should avoid concentration of disruptive students and increase counseling in those school districts where deemed necessary.

All of our classrooms should be fully equipped, including the latest textbooks and teaching apparatus. We should develop a teacher corps that is dedicated and of the best quality. Finally, we should refurbish our old school buildings and avoid overcrowding.

Ilia L. Bullock* -- We should get quality people from all over the city who can work in the community and along with the system. The system makes it difficult for adequate provision of funds for the education of the children. The system should not be controlled by the government. It should be self controlled. No "outside experts" should be brought in.

Charles I. Cassell -- See Answer 2.

Edward J. MacClane -- Work closely with parents in order to have their support because this is extremely important to the teachers. I am deeply concerned over the vandalism in many of the District schools. I am equally concerned about the poor environment of dirty streets and alleys. We must improve the professional status of the District teachers in order to attract more teachers. This is an area in which the community can make a worthwhile contribution.

Nelson C. Roots -- Through better schools, better teachers and teaching equipment and materials; and by changing attitudes on the part of students and parents toward education and educational purpose and needs.

Eugene A. Thompson -- We must do everything to create the best atmosphere for teaching: such as small class sizes (12-15 in first and second grades), teacher aides (paid and volunteer), adequate supplies and facilities. It will also demand support of the administration (school and "downtown"), of the parents, and interested citizens. We must encourage and reward improvements.

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Question 4a -- STATE YOUR POSITION ON THE ISSUE OF COMMUNITY CONTROL.

Emmett Anderson -- I think community control perhaps is the ideal way of maintaining an educational system of high quality. It is as basic as keeping one's own house.

However, to have effective community control, you must have strong organization and finance. Where these do not prevail community control of the schools is ineffective.

Further, community control should be the will of he majority with a view on communities that might be at a total disadvantage under such a school system.

Ilia L. Bullock* -- I think that the community should control, to a certain extent, the school system. The community would be able to see that some of the policies of the school would be carried out. The school should be open to the community seven days a week, with activities geared to suit the community needs. I do not think that the community should have the power to hire and fire the teachers. Every school should have an advisory council.

Charles I. Cassell - No Answer.

Edward J. MacClane -- This is a difficult question to answer because I can answer Yes and No. It would depend upon the community itself. However, I feel that an elected school board would represent the community, therefore it would have some control. I feel that school administrators should have the responsibility to hire and discharge teachers. It is difficult to recruit teachers now and if their jobs depend on local community boards, many good teachers would not accept teaching jobs under this control.

Nelson C. Roots -- Some decentralization of school control is perhaps desirable. Control over hiring and firing of teachers and the spending of funds must be given much consideration so as to prevent further possible damage to the School System.

Eugene A. Thompson -- Community control is essential. However, it must go beyond control, it must be involvement. The community must become involved at every level of education--planning, teaching (!) other volunteer work, and evaluation. The community must become part of the schools and the schools a part of the community. Conversely, we must not discard those who are trained in education for those with superficial ideas.

Question 4b -- STATE YOUR POSITION ON THE IMPLEMENTATION OF THE SKELLY WRIGHT DECISION.

Emmett Anderson -- My position on implementing the Wright decision is to place the decision in a referendum.

If a majority of the citizens favor the decision, then we should proceed to institute it unquestionably. If the majority do not favor the decision, then we should proceed to implement the Skelly Wright decision in parts, with a view on the growth of socio-economics easing instituting the entire decision.

Also, as national decisions are made affecting our schools in relation to the Skelly Wright decision, we should accordingly apply the Skelly Wright decision without delay.

Ilia L. Bullock -- The solution is to get down to business and get started with it. We will bring in experts from our own universities, within our cities who are familiar with our problems, to help and improve the new system.

Charles I. Cassell -- No answer.

Edward J. MacClane -- I would support integration of all schools and teachers if it were possible, but with nearly 93% of the students Negroes, this is an impossibility. To relieve overcrowded schools, I would be in favor of busing children from one area to another.

Nelson C. Roots -- I can see no great problem with implementation of the Skelly Wright decision. It is law, and much of the orders were inevitable under changing attitudes and conditions of our urban community.

Eugene A. Thompson -- The decision has been substantially implemented to the "letter of the law." Efforts must be maintained to insure that the spirit of the decision is followed.

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Question 5 -- WHAT DO RESIDENTS IN YOUR WARD THINK ARE THE MOST URGENT EDUCATIONAL PROBLEMS IN THEIR SCHOOLS?

Emmett Anderson -- The residents in my ward think that we need more classrooms, the old classrooms need refurbishing, space is needed for team teaching and there is a tremendous need for equipment and supplies.

Ilia L. Bullock* -- Overcrowding, hot lunches, qualified teachers, parent assistance in the school, patrol for school to check discipline problem.

Charles I. Cassell -- No answer.

Edward J. MacClane -- Most residents are concerned over the overcrowded classrooms, old school buildings, and lack of many supplies. There is a great deal of concern over the lack of discipline. There is just too much disorder among young children.

Nelson C. Roots -- Discipline, overcrowding and lack of adequate funds for textbooks and proper reading materials for the students.

Eugene A. Thompson -- 1. Old textbooks
2. Temporary realignment of H. D. Cooke boundaries to Adams (Pending completion of Tubman)
3. Overcrowding
4. Run down facilities
5. Poor teachers

WARD 2

CANDIDATES

William Conley -- 1511 Que St., N.W., employed by American Federation of State County and Municipal Employees.
John H. Treanor, Jr. -- [illegible] 4th St., S.W., Attorney.
Evie Mae Washington -- 1535 8th St., N.W., Consumer Aide.

Question 1 -- WHAT SPECIAL QUALIFICATIONS DO YOU POSSESS WHICH CONTRIBUTE TO OR ENHANCE YOUR EFFECTIVENESS AS A SCHOOL BOARD MEMBER?

William Conley -- I don't claim any "SPECIAL" qualifications. I'm interested in the quality of education that our children are getting today. Being a product of the D.C. Public Schools both before 1954 and after, I know what it's like to be taught from antiquated methods and equipment. It seems that since 1954 education has been at a stand still. Education must be timely and must confront life on a daily basis. Here in D.C. education needs change, more creativeness both on the Board's part and on the teachers' part also. With these things in mind, I think I could be a very effective Board Member.

John H. Treanor, Jr. -- I have taught school as did my father and grandfather. I have spent many summers with children. I initiated an athletic league between DC US attorneys and DC youth programs. I have some knowledge of Congress, some knowledge of the community of DC; but most importantly, I think, I love the city, respect my neighbors and worry for its future unless we learn to work together in dignity toward a better future for us all.

Evie Mae Washington -- Because of my involvement with the community in the school areas, parents bring their problems to me; also, many people feel that I can reflect their interests.

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Question 2 -- WHAT DO YOU CONSIDER TO BE THE THREE MOST URGENT PROBLEMS FACING THE BOARD OF EDUCATION AND WHAT ARE YOUR SUGGESTIONS FOR SOLUTION?

William Conley -- (1) Fiscal Autonomy. I would like and I will work toward Congress giving the new Board full and complete fiscal powers such as issuing municipal bonds for additional revenue. (2) Not Being Able To Function As A Board. I think the new Board should have the authority to set policy (since they will be responsible to an electorate) and the Superintendent should see that the policy is carried out. The present Board cannot say what textbooks are to be used, they can only recommend. (3) Not Having The Authority To Build Schools Or Buy Land. I would enact legislation to give the new Board the power to purchase and contract. This should not be a responsibility of the D.C. Government.

John H. Treanor, Jr. -- I believe that the system needs overhauling: better equipped and better paid teachers; better and more functional facilities; more intercourse between black DC and white suburbia; a system which "relates" to the needs of its children; community control, thoughtfully executed; and most importantly, a demonstration to Congress that we, the Board, can earn their respect and ultimately pave the way for home rule.

Evie Mae Washington -- 1. Implementing the Skelly Wright decision
2. Busing of children
3. Overcrowded conditions

Question 3 -- HOW WOULD YOU IMPROVE THE QUALITY OF EDUCATION FOR STUDENTS IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS?

William Conley -- More teacher training with the use of teacher aides to relieve the teacher to attend special seminars or classes. Taking advantage of the learning ability of the children of pre-school age. I would buy and use more books and other teaching equipment such as Audio-Visual Aids; create new curriculum program; hire and train more teachers so that they are able to have smaller classes; and I would see to it there were expanded vocational training programs.

John H. Treanor, Jr. -- Better teachers, better facilities, better tools--for example, textbooks and courses which relate to the community.

Evie Mae Washington -- Have higher standards for teachers so as to equip them to provide more adequately for the variability found in every classroom. Have informed and capable counseling service.

* * *

Question 4a -- STATE YOUR POSITION ON THE ISSUE OF COMMUNITY CONTROL.

William Conley -- I think communities should have control of their schools (also run their schools) because the schools are part of the community; but when it comes to curriculum or hiring and firing of personnel, I think these things should be worked out with the Teachers' Union and the D.C. Board of Education. If a teacher or teachers are posing a problem for the community, the Teachers' Union, the community and D.C. Board of Education should discuss the matter.

John H. Treanor Jr. -- I am very much for it--with proper procedures to insure
(1) effective voicing of community complaints
(2) fair safeguards for teachers' rights

Evie Mae Washington -- I believe the community should have more say on the type of textbooks, the curriculum, and the right to select its own representatives on the Board and some staff. With help from experts in making their decisions.

* * *

Question 4b -- STATE YOUR POSITION ON THE IMPLEMENTATION OF THE SKELLY WRIGHT DECISION.

William Conley -- I think Judge Wright was 100% right for abolishing the tract system which hurt Negro children mostly. I think that Judge Wright made the only decision that he could, a fair one, and it couldn't have been implemented any other way.

John H. Treanor, Jr. -- I am for it. I agree and think it should be followed as far and as fast as humanly possible.

Evie Mae Washington -- I am in accord with the Skelly Wright decision to do away with the tract system. I know that there has to be some grouping of children, but not on a permanent basis as the tract system had. The busing of children was never intended in that decision. That was a misinterpretation by the Board.

* * *

Question 5 -- WHAT DO RESIDENTS IN YOUR WARD THINK ARE THE MOST URGENT EDUCATIONAL PROBLEMS IN THEIR SCHOOLS?

William Conley -- The over-crowding of schools; not enough play facilities (in some communities there aren't any); most of the play areas are not adequately equipped. Antiquated buildings are another factor...one of the oldest buildings in Washington just happens to be an elementary school located in the 2nd Ward.

John H. Treanor, Jr. -- Community control; some overcrowding; a drop in the quality of teaching following the creation of Tri-School; teachers who "relate".

Evie Mae Washington -- A lack of textbooks; teachers being hired as disciplinarians; and programs that get started and last for one or two months, for example, team teaching.

WARD 3

Question 1 -- WHAT SPECIAL QUALIFICATIONS DO YOU POSSESS WHICH WOULD CONTRIBUTE TO OR ENHANCE YOUR EFFECTIVENESS AS A SCHOOL BOARD MEMBER?

Peter G. Angelos -- A basic understanding of the intrapsychic and interpersonal dynamics of the learning and the teaching process, an outgrowth of my work in child psychiatry (Kiwanis Clinic for Public School Children in Southwest, Anacostia, Congress Heights, from 1955-1960) and as Chief of the Child Study Division of the Public Schools, 1960-1963, where as a member of a psychiatric team we diagnosed and treated learning problems and behavior problems. Skills as therapist.

Samuel Ewer Eastman -- I am committed to the District of Columbia. I have lived here since 1959 and am building a new house in Ward 3. I am involved in the public schools; our three children attend public schools - Hearst, Gordon, and Wilson. I have participated in Ward 3 school activities, PTA at Horace Mann and Gordon Junior High School, the WISE Program, and the Executive Study Group on the Passow Report. I am a practicing economist, the president of my own company. I am trained also as a lawyer and an engineer. Finally, I have spent nearly half of my adult time teaching.

Susan B. Lieberman -- I have worked in both urban and suburban schools. I know first hand what the problems in education are and what excellence in education can be. I feel my experience in the inner city gives me a more global attitude about the educational problems of Ward 3. I have developed curriculum and trained teachers; therefore I am aware that there are ways to achieve quality education within the present framework of the city. Since I am not working now, I would have the time to do a good job.

Donald J. Melvin -- As a lawyer, my training and professional career has consisted largely of communicating and analyzing. The Board must be able to analyze and it must communicate effectively. As an economic consultant, I have a degree of familiarity with accounting, financing, statistics, and research methodology. As a former director of the department of legislation and governmental affairs for a trade association, I have considerable experience in dealing with Congress. I am a parent with two pre-school children who will attend public school, and the husband of a former District school teacher.

Stanley L. Newman -- Experience as Congressional Assistant and in political affairs. As Director of Social Planning at HUD I am responsible for the linkage between all urban federal programs including education and HUD programs. I am also responsible for HUD's citizen participation policy. These experiences have given me insight into the problems of urban America and the disadvantaged. While my ward is not the most disadvantaged, I believe its representative must be sensitive to the needs of the black as well as the white community and must have the political ability to work with the Board of Education, the City Council, and Congress.

Albert A. Rosenfield -- I feel that my knowledge and experience will enable me to cut through red tape in order to meet the needs of our educational system. During the past 16 months I have spent thousands of hours attending regular and special School Board meetings, school visits, conferences with city officials and congressional leaders, meetings with parent groups and individuals -- all of which has given me the background which qualifies me to meet the challenges that the new elected School Board must face.

Malcolm M. Semple -- In the recent past, I have taught in the public and private school systems in the District of Columbia and in a private school in Maryland and for the past several years I have been pursuing a post graduate degree at the American University. I have lived in the District of Columbia since 1940 and graduated from George Washington University and the American University. For many years I have been engaged in public relations work with national organizations headquartered here in the District and consequently have acquired extensive experience on Capitol Hill.

Irving A. Sirken -- The Ward 3 member of the School Board should have the ability to identify the key issues facing the school system and to assess and articulate alternative solutions. He should have the necessary dedication, objectivity, imagination, and compassion to command the respect of the other members of the Board. They will surely look to him to provide the leadership for mobilizing the extraordinary talent in Ward 3 and applying it to the most pressing problems facing the D.C. schools. On the basis of my training, experience, interests and talents, I believe I am well qualified to provide this leadership and to represent Ward 3 on the School Board.

Bardyl R. Tirana -- Having grown up in Washington and having attended public schools here, I believe I know how the school system has changed and understand the complexity of its problems. I have seen the results of those problems in many of my law clients - young men with good minds but inadequate education - men who have turned to Crime. My practice also involves me as a counsel to corporations, particularly in their relations with Congress and federal agencies... an experienced negotiator and energetic advocate.

* * *

Question 2 -- WHAT DO YOU CONSIDER TO BE THE THREE MOST URGENT PROBLEMS FACING THE BOARD OF EDUCATION AND WHAT ARE YOUR SUGGESTIONS FOR SOLUTION?

Peter G. Angelos -- 1. Ongoing self-education of the School Board by calling for and attending regional and national conventions of Boards of Education.
2. Updating teaching skills of teachers and the administrative skills of administrators through in-service and other educational methods, and "on company time," with subsequent rewards through advancement, promotion, salary increases.
3. The ferreting out and publication of figures which represent successful producing on the part of D.C. schools, rather than the focusing on numbers of failures, dropouts, shortcomings, etc., although the latter will not be neglected.

Samuel Ewer Eastman -- Washington stands high among city school systems in the amount spent per pupil and the pupil teacher ratio, yet we see our children denied quality education and exposed, on the contrary, to experiences which are not challenging, which are boring and second rate. Neither we citizens nor the Board of Education can do anything about this state of affairs because we do not know where the money is going and what we are getting for it. This is the most urgent problem facing the Board of Education. It is a question of establishing priorities.
The development of a Planning, Programming and Budgeting (PPB) System is an essential first step to get the answers we need to spend the taxpayer's money intelligently. Such a System can tie resource inputs (people, time, dollars) together with outputs measured by such indices as achievement scores and drop-out rates.

Susan B. Lieberman -- 1. A poorly trained staff not equipped to deal with teaching middle class children, not to mention the handling of compensatory programs. (Solution - a massive staff development program that is decentralized.)
2. The inability of the School Board to use its limited powers to set the necessary priorities. (Solution - self-education of the School Board who will then be able to set policies and insist they are followed up by the administration.)
3. Lack of community participation. (Solution - 1) Community review of budgets long before they are to be passed. 2) Open hearings, organized by School Board members, to deal with problems. 3) Education of the community on major issues, i.e. decentralization and local control.)

Donald J. Melvin -- Administrative decentralization should be implemented for the next school year. A specific proposal should be submitted to the public by the Board soon after taking office. Next, the Board should instruct the administration to develop a budget report that is meaningful to the average citizen. This is now done in Philadelphia.
A complete and effective public information program should be implemented immediately. Citizens have an unalienable right to know what the schools are doing for their children and how their tax money is spent.
Finally, the budget should be revised to establish a summer school for staff development in basic skill subjects beginning in June 1969. Teachers should be paid while attending.

Stanley L. Newman -- 1. Teacher training: Required in-service teacher training for all D.C. teachers. Staff Development Center with several satellites to service different areas of the city. Teachers should be given a 12 months salary for 12 months work with vacation. Orientation for new teachers is totally inadequate. The administrative staff must also be trained. As a first step I favor the Passow Study recommendation for Administrative Internships.
2. Budget reform: The Board should become the chief policy maker on the budget. The budget must be presented in programmatic terms with priorities presented with a cost-benefit analysis. The base budget must be thoroughly and critically analyzed as well as the budget for additional expenditures.
3. Greater Community Participation: (See Question 4 a)

Malcolm M. Semple -- 1. A return to order and discipline in the classroom. Give the teacher center-stage position in the classroom and expect her to receive the support and respect of her students. Enliven the classroom with teaching that gives the student the power to think his way through problem-solving situations. I urge a return to an Amidon-type plan in which we have a disciplined, rigorous, no-nonsense teaching-learning situation.
2. The recruitment and in-training of a highly professional and paraprofessional teaching and administrative staff. This is where I would fight for the most funds and with the highest continuing priority. A master teacher is the keystone of any good educational system.
3. The immediate earmarking and shifting of funds for up-to-date textbooks, tools, and training aids.

Albert A. Rosenfield -- See Question 3

Irving A. Sirken -- 1. Recruitment and training of teachers; 2. Improving the curriculum; 3. The preparation of more persuasive budgets. I would arrange to recruit at least 100 first class young teachers for the fall of 1969 through the efforts of Ward 3 alumni of our leading universities. I would hope to widen the scope of the activities of the PTAs and Home and School Associations to include educational activities and get the part-time help of Ward 3 residents to review curriculum content and school budgets, and to teach one or more class sessions on specialized subjects. This would be done in close collaboration with the teachers, principals, and school administration. My approach would fill some gaps in the school system through greater community participation and thereby pave the way for the movement towards decentralization.

Bardyl R. Tirana -- The three most urgent problems are overcrowding, inadequate staff development both at the administrative and teaching levels, and the failure to provide our classroom teachers with the resources and flexibility for good education. New school construction to cure overcrowding now depends on line-item capital outlay appropriations from Congress. The Board should concentrate on its proper role of setting major policies, and attracting money and talent. Recent reorganization of the city government has not ended waste and conflicting planning among city agencies. The School Board in shaping decentralization has an opportunity to plan true community schools. Initiative in coordination with municipal bodies -- Library, Recreation, Zoning, Health, UPO, and, most importantly, the Mayor's office -- can maximize resources and services.

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Question 5 -- WHAT DO RESIDENTS IN YOUR WARD THINK ARE THE MOST URGENT EDUCATIONAL PROBLEMS IN THEIR SCHOOLS?

Peter G. Angelos -- The most important problem is psychological - the allaying of middle-class fears about mixed grouping according to abilities. The residents need reassurance that this will not result in lowering educational levels of the more advanced, but will enhance the education of the less enriched students and even give the more advanced an opportunity to teach their peers ("each one teach one").

Samuel Ewer Eastman -- I have distributed self-addressed post cards at meetings in Ward 3. The returns so far tell me that Ward 3 residents think the most urgent educational problems to be: 1) incompetent teachers who are not qualified to teach our children, 2) entrenched incompetent administrators, and 3) improper and inadequate budget and accounting procedures which deny the use of funds to get the best results.

Susan B. Lieberman - I think they fear that resources west of the park will be taken away to meet the needs of the disadvantaged east of the park. This concern, however, is not based on fact. Making curriculum more relevant to needs of students is also a concern.

Donald J. Melvin -- The residents in Ward 3 are no different from other residents elsewhere in the city. They want a good education for their children. There are definite fears that the standards that existed prior to the Skelly Wright decision are in jeopardy and they want assurance that this is not the case and will not be the case. They want integration to work out but not at the expense of their children's education.

Stanley L. Newman -- Seeing that their children receive an education which will enable them to live creatively in an urban society. Insuring that their children's natural love of learning is not stifled by the school system but rather is constructively channelled and deepened by school experience. Securing highly motivated and qualified teachers and modern facilities and materials.

Malcolm M. Semple -- The problems in Ward 3 are the same as I cited in answer to question 2.

Albert A. Rosenfield -- no reply.

Irving A. Sirken -- Concern, whether real or misguided, that socio-economic integration of pupils and the effort to achieve greater racial integration of faculty will impair the quality of education in Ward 3 schools. Fear that pupils now attending their neighborhood schools in Ward 3 will be bussed to schools in other parts of the city. Fear that Ward 3 schools will get less than their proportionate share of budget funds.

Bardyl R. Tirana -- The need to provide better preparation for college entrance; the lack of good, modern school facilities, books and equipment; reorganization of a central administrative system which is unwieldy, inaccessible, and discourages the use of new teaching techniques; and the failure to provide teacher support and retraining as needed.

CANDIDATES

Peter G. Angelos -- 1?05 - 26th St. N.W., Psychiatrist
Samuel Ewer Eastman -- 4448 Hawthorne St., N.W., Economist +
Susan B. Lieberman -- 6451 Barnaby St. N.W., School teacher +
Donald J. Melvin -- 4641 Greene Place, N.W., Lawyer +
Albert A. Rosenfield -- 6128 - 29th St. N.W., Business man
Stanley L. Newman -- [illegible] Moreland St. N.W., Lawyer +
Malcolm M. Semple -- 1508 - 33rd St. N.W., Realtor
Irving A. Sirkin -- 3100 Aberfoyle Place, N.W., Economist +
Bardyl R. Tirana -- [illegible] P St. N.W., Attorney +

* * *

Question 3 -- HOW WOULD YOU IMPROVE THE QUALITY OF EDUCATION FOR STUDENTS IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS?

Peter G. Angelos -- Update teachers and administrators so that they have the imagination and creativity to look upon every failure or drop-out in a subject or a class as a "drop-in" to another skill.

Samuel Ewer Eastman -- Improve the quality of the teaching and administrative staff in the school system and give them better tools and materials ...by providing teacher aids to release teachers from the less rewarding routine chores, and to provide additional teachers so that a part of the teaching staff can always be engaged in upgrading and modernizing professional qualifications. The enrichment programs of Project Scope and the Washington Integrated Secondary Education (WISE) Program are both aimed in the right direction. Staff development is required of the administrative staff as well.

Susan B. Lieberman -- 1. Make wisest use of existing funds, with the greatest priority for staff development so that immediate action can be taken to improve the quality of instruction at the classroom level. 2. Determine which students have the greatest needs, allot money for programs to alleviate these needs, beyond the usual per pupil allotment.

Donald J. Melvin -- In addition to my proposals in answer to question 2, I would seek the use of better textbooks and other educational tools such as television, teaching machines, and other technological innovations ... encourage more participation by parents, private industry, and local universities; encourage adoption of a curriculum that emphasizes basic skills and also provides a comprehensive range of academic subjects, recreational activities, vocational and technical training, and other programs that develop the self-reliance and personal creativity of the student as an individual and as a member of society.

Stanley L. Newman -- In addition to teacher training, budget reform, and greater community participation as mentioned in my answer to question 2, we must have more modern and better physical facilities on both sides of the park. Overcrowding, inadequate library and kindergarten space, etc., make it imperative to upgrade and expand our physical facilities. We must also provide a vastly expanded program and trained staff for children who are retarded or who show special learning difficulties. The MIND program is neither widespread nor effective, and the waiting list for those who need help is immense.

Albert A. Rosenfield -- Massive attack on the drop-out problem. We must develop a clear cut neighborhood school concept with no artificial boundary lines . . . equal learning opportunities in every classroom in our school system ... build and foster the community school concept...develop and expand our vocational and technical facilities and programs... increase our present efforts in the field of adult education ... more autonomy from the District Building ... work out ways of cooperating closely with agencies in the federal and city governments and with private agencies, in order to relieve heavy burdens placed on the shoulders of the classroom teacher ... build the newly established Department of Special Education to provide the same opportunities for those individuals who have mental or physical handicaps. Our long range planning and vision must guide us to future needs.

Malcolm M. Semple -- I believe in a quality education for each child according to his individual need. We should push for the maximum attainment of each student's talents, no matter how unequal that maximum may be. I believe this quality can be attained through the implementation of the three positions I stated in answer to question 2.

Irving A. Sirken -- My first approach would be to limit myself largely to measures that do not require additional budgetary funds or administrative reforms. In view of the high turnover of D.C. teachers, we have the opportunity of upgrading the quality of our teachers through resourceful and imaginative recruitment. With regard to staff development, there are substantial Federal government funds available to finance summer institutes and other types of teacher training. The new Federal City College should play a central role in this endeavor. Three or four programs relating to teacher development and curriculum content could be drawn from the Passow report.

Bardyl R. Tirana -- We must correct the overcrowding, lack of teachers, and shortage of books and equipment that exist in too many of the city's public schools. The efficiencies of good planning and fiscal reform can materially assist in bringing a solution. Education, however, is an individual matter, and cannot be found in spreading conformity among so many children of widely differing needs. Decentralization appears to hold the most promise for providing a flexible system appropriate for our heterogeneous student population.

* * *

Question 4a -- STATE YOUR POSITION ON THE ISSUE OF COMMUNITY CONTROL

Peter G. Angelos -- Community control should be permitted as self-reliance and quality capability is proved and arrived at, at the local level. Central control should be ever present for consultation, guidance, and quality control.

Samuel Ewer Eastman -- I am in favor of decentralizing school administration when it is shown to be the most efficient and most economical way to operate. I favor community control where it is clear that this is what the community wants and in those instances where the community is organized or willing to organize to accept the responsibility for school management. The Washington situation has many of the ingredients for successful community school control.

Susan B. Lieberman -- We need more community participation and responsiveness by community to needs of pupils. The first step would be the decentralization of administration so that we can restructure services more efficiently. If parents still feel schools are not meeting the needs, then local controls may be the only way to attain that end. One problem with local control is danger of provincialism and divisiveness when our city should be working toward unity.

Donald J. Melvin -- Community control is subject to varying definition. A definite plan would have to be formulated before an intelligent evaluation could be made. If a particular community develops a plan for what it considers to be community control, I would be receptive to it so long as it contained safeguards to assure that the rest of the school system would not be adversely affected. I believe the proposals for administrative decentralization will bring about a more responsive system without the potential problems inherent in community control.

Stanley L. Newman -- 1. The schools should service both the adult and child population. 2. People from the community should be hired as community interns and teacher's aides in far greater number than are hired presently. 3. We should be receptive to community desires for community control. The New York experience should not frighten us away from meeting the need for meaningful participation of the community.

Albert A. Rosenfield -- Our direction of progress must be guided by a voice which consists not only of our own wishes as a Board or those of the staff of educational experts, who carry out the policy, but the pupils, parents, and an involved, sincere, and objective community at large. The aspirations and hopes of parents for their children, and of members of the community for their future, must be part of the input of the Board of Education in making decisions.

Malcolm M. Semple -- At the present time, I am opposed to decentralization or "community control" of schools. We now have in the District two experimental projects. Let us wait until all the facts are in before we decide this issue.

Irving A. Sirken -- The Executive Study Group on the Passow Report has proposed a number of studies to answer the important questions posed by the issue of community control. I support these studies. While it is too soon to make a final judgment about the educational results of the Adams-Morgan Project, the WISE Program, and other promising experiments in the D.C. schools, it is clear that the risks of failure are great though the potential benefits of success are very great indeed.

Bardyl R. Tirana - Community control can involve both students and parents in our schools, and increase the responsiveness of teachers and staff. Since the exercise of choice is at the foundation of our democratic society, we must give our communities the opportunity to develop experience in choosing wisely. But we should be careful to structure the concept so that it is not used to bring about re-segregation by race or class; and so that fair safeguards are provided for teachers and standards of performance are required.

* * *

Question 4b -- STATE YOUR POSITION ON THE IMPLEMENTATION OF THE SKELLY WRIGHT DECISION

Peter G. Angelos -- My professional opinion as an educator is that heterogeneous grouping should be done on the basis of characteristics other than color - e.g. on basis of socio-cultural educational parameters. If this also results in mixed grouping by race, well and good. The range of socio-cultural parameter abilities should not be too great; otherwise you will have dropouts and failures.

Samuel Ewer Eastman -- As a member of the D.C. Bar I am sworn to uphold the Constitution and the laws of the land, which includes Hobson vs. Hansen.

Susan B. Lieberman -- I feel the decision has done a great service in abolishing tracking - unfortunately tracking still exists despite the decree. I am in favor of ability grouping, however, for it is impossible to teach effectively without it. As to bussing, I am in favor of it if programs to help the children follow the children on the bus. The same is true for boundary changes. We must have programs which will benefit all the students at the school - bussed or not - if the spirit of the decision is to be followed.

Donald J. Melvin -- As far as I am concerned the Skelly Wright decision has been implemented. Our purpose now should be to make certain that collapsible integration is stopped. The schools that have been integrated must have funds and programs sufficient to assure success.

Stanley L. Newman -- The Skelly Wright decision is law and must of course be implemented. High priority must be given to solving the overcrowding problem. Present attempts will not be successful until we find and build new facilities. As a temporary measure we should conduct an intensive search of suitable space in churches, community facilities, even in homes. A program which includes the selective use of homes as classrooms might be most beneficial as it would bring home and school together in one experience.

Albert A. Rosenfield -- No reply.

Malcolm M. Semple -- I am unalterably opposed to this decision and hope it will be overturned in the higher courts. I would like to see the Judge appointed School Superintendent and given the task of integrating "socially and economically."

Irving A. Sirken -- There seems to be some confusion among teachers and parents about that part of the decision that deals with the track system and ability grouping. The school administration could allay the fears of parents, and clear up a lot of confusion if they gave a clear explanation of how this part of the Skelly Wright decision has been implemented and what provisions the administration has made for coping with the transition problems that may arise as a consequence of increased socio-economic integration of students and racial integration of faculty.

Bardyl R. Tirana -- As a lawyer I recognize that Judge Wright's decision, now on appeal, may be modified, reversed or remanded. But as a citizen, I believe that the conditions of inequality and of racial and economic discrimination found by Judge Wright in the school system must be corrected as fast as possible. And as a parent, I affirm my conviction that an integrated school environment is an asset to education.

Ward 1, 2, 3, 4 Precinct Locations

1 Terrell Jr. High School
1st & Pierce Sts., NW
2 Concordia United Church of Christ
20th & G Sts., NW
3 St Paul's Episcopal Church
2430 K St., NW
4 St Stephen Martyr Catholic Church
Pennsylvania Ave. & 25th St., NW
5 Christ Episcopal Church
Keith Hall, 31st & O Sts., NW
6 Western High School
35th & R Sts., NW
7 Hardy Recreation Center
45th & Que Sts., NW
8 Palisades Recreation Center
Dana & Sherrier Places, NW
9 Metropolitan Memorial Methodist Church
Nebraska & New Mexico Aves., NW
10 Mann School
Newark bet 44th & 45th Sts., NW
11 Guy Mason Recreation Center
Wisconsin Ave. & Calvert St., NW
12 St Albans Episcopal Church, Guild Hall
Wisconsin & Massachusetts Aves., NW
13 St Margaret's Episcopal Church
Connecticut Ave. & Bancroft Place NW
14 St Thomas' Episcopal Church
18th & P Sts., NW
15 Foundry Methodist Church
16th & P Sts., NW
16 Jewish Community Center
16th & Que Sts., NW
17 Metropolitan AME Church
1518 M St., NW
18 Bundy School
4th & O Sts., NW
19 Dunbar High School
1st & N Sts., NW
20 Lewis School
Bryant bet. 2nd & 4th Sts., NW
21 Metropolitan Baptist Church
1225 R St., NW
22 Garnet-Patterson Jr. High School
10th & U Sts., NW
23 Cardozo High School
13th & Clifton Sts., NW
24 Morgan School
V bet. Champlain & 18th Sts., NW
25 Adams School
19th & California Sts., NW
26 Oyster School
29th & Calvert Sts., NW
27 Eaton School
34th & Lowell Sts., NW
28 Church of the Annunciation Catholic
Massachusetts & Idaho Aves., NW
29 Sidwell Friends School
3825 Wisconsin Ave., NW
30 Janney School
Albermarle St. & Wisconsin Ave
31 St Columba's Episcopal Church
4201 Albermarle St., NW
32 Wilson High School
Chesapeake St. & Nebraska Ave
33 Murch School
36th & Ellicott Sts., NW
34 Cleveland Park Library
Connecticut Ave. & Macomb St., NW
35 H D Cooke School
17th & Euclid Sts., NW
36 D. C. Teacher's College
11th & Harvard Sts., NW
37 Meyer School
11th & Clifton Sts., NW
38 Monroe School
Columbia Rd. near Georgia Ave., NW
39 Lincoln Jr. High School
16th & Irving Sts., NW
40 Bancroft School
18th & Newton Sts., NW
41 St Stephen Incarnation Episcopal Church
16th & Newton Sts., NW
42 Raymond School
10th St & Spring Rd., NW
43 Park View School
Warder & Newton Sts., NW
44 Petworth School
8th & Shepherd Sts., NW
46 St Gabriel's Catholic School
510 Webster St., NW
47 Powell School
Upshur & 14th Sts., NW
48 Roosevelt High School
13th & Upshur Sts., NW
(No Precinct no. 49)
50 Blessed Sacrament School Auditorium
5841 Chevy Chase Pkwy., NW
51 Lafayette School
Broad Branch Rd. & Northampton St., NW
52 St John's College High School
Military Rd & 27th St., NW
53 Brightwood School
13th & Nicholson Sts., NW
54 West School
Farragut bet. 13th & 14th Sts., NW
55 Barnard School
Decatur bet. 4th & 5th Sts., NW
56 Truesdell School
8th & Ingraham Sts., NW
57 Rudolph School
2nd & Hamilton Sts., NW
58 Paul Jr. High School
8th & Oglethorpe Sts., NW
59 Coolidge High School
5th & Tuckerman Sts., NW
60 Nativity Catholic School
Georgia Ave. & Peabody St., NW
61 Fort Stevens Recreation Center
13th & Van Buren Sts., NW
62 Shepherd School
14th St. & Kalmia Rd., NW
127 Syphax School
Half & N Sts., SW
128 Bowen School
Delaware Ave. & M St., SW
129 Jefferson Jr. High School
8th & H Sts., SW
3 Takoma School
Piney Branch Rd. & Dahlia St., NW
4 Rabaut Jr. High School
Peabody St. & North Dakota Ave., NW

THE LEAGUE OF WOMEN VOTERS OF THE DISTRICT OF COLUMBIA
1346 Connecticut Avenue, N.W. Washington, D.C. 20036

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Name ______________________

Address ______________________

WARD 4

CANDIDATES

Muriel M. Alexander--1506 Hamilton St., NW, retired Principal of D.C. Schools.

J. Warner Hagan, Jr.--1520 Farragut St., NW, Legal Rating Specialist, Veterans Administration.

Deborah L. Matory--1645 N. Portal Drive, NW, no reply received.

George W. Mitchell--2243 Sudbury Road, NW, no reply received.

Millard F. Neal--2250 Sudbury Road, NW, Supervisory Education Specialist for Navy.

Chauncey S. Thomas--1417 Newton St., NW, Real Estate.

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Question 1 -- WHAT SPECIAL QUALIFICATIONS DO YOU POSSESS WHICH WOULD CONTRIBUTE TO OR ENHANCE YOUR EFFECTIVENESS AS A SCHOOL BOARD MEMBER?

Muriel M. Alexander -- Experience. Served as Principal of a Junior High School 18 years. Before that I served as teacher, counselor, assistant principal. I have served also on many city and national committees, chairman of some.

J. Warner Hagan, Jr. -- Studies for the Bachelor's Degree included education courses and practice teaching in a secondary school.

Experiences with youth in scouting, recreation centers and many other activities have won their confidence and will provide opportunities for assistance and correction of some school problems.

Having served in many capacities in the community, rapport has been established which will enhance the Board of Education's position in our Ward.

As President of the Northwest Boundary Civic Association and as an active member of several PTAs, I often appeared before the Board of Education in behalf of the special needs of our schools. I am familiar with the schools, their needs, and the function of the Board of Education in solving school problems.

Millard F. Neal -- Founded and operated an electronics school (Capitol Communications Institute) here in Washington, D.C. for under-privileged youths (including dropouts) from 1959 to 1962. Obtained permission from the Recreation Department and conducted volunteer summer electronics and radio-TV repair classes at Backus Junior High School (1967). Worked out the curriculum for the course and provided all necessary laboratory equipments. This project was not funded. My wife and I worked together to re-establish a library in the Bunker-Hill Elementary School and contributed a 16-inch Visual Relief Globe (with floor stand) for use by the children at Bunker-Hill.

Chauncey S. Thomas -- Ten years of involvement in Community Action Programs with youth and adults, guiding them toward constructive participation in civic recreational activities. An active participant in the struggle at the Tubman school site to make the community and district offices aware of the inequities that exist in present school design, site selection, and property replacement values.

Question 2 -- WHAT DO YOU CONSIDER TO BE THE THREE MOST URGENT PROBLEMS FACING THE BOARD OF EDUCATION AND WHAT ARE YOUR SUGGESTIONS FOR SOLUTION?

Muriel M. Alexander -- 1. Many students go through schools from year to year and end their careers without being able to read, to express thoughts in written form, or to become economically productive. I suggest that we re-examine the pre-primary and our primary classes to be certain the student receives the proper foundation. I would follow grade by grade until each grade began to produce measurable results in the students.

2. Grouping children for learning. I do not think that the present board has interpreted and carried out the true intent of recent legal decisions. I suggest that we re-examine the decision and finds ways to improve the learning group.

3. Overcrowding. I suggest that we investigate the use of non-traditional types of buildings for space. Churches, community centers, and trailers.

J. Warner Hagan, Jr. -- The problem of overcrowding can be met by using available space, such as store fronts, office buildings, portable classrooms, until more schools can be constructed.

Instruction can be up-graded by in-service training for teachers and modern useful instructional aids and equipment being made available.

Effective counseling, teaching skills and trades using modern, forward-looking equipment, improved job and college placement services, will decrease drop-outs.

Millard F. Neal -- Low reading skills.--Use of recent technological devices designed to improve reading, such as the Craig reader, etc. Working with the local television stations to encourage special speed reading courses, whereby proper reading techniques can be taught.

The modification of present schools and the establishment of new schools designed to encourage more community involvement. Schools will be equipped to provide clinical, day-time adult educational programs for housewives, disabled and elderly.

Providing more teachers in problem areas.

Chauncey S. Thomas -- Lack of emphasis on individual needs for special education. The school board's inability to negotiate with Congress for adequate and necessary funds for implementation of needed school programs. Inability of the school board to articulate, communicate, and initiate changes in the system as desired by the community. A. Set up a separate department for special education. B. A full-time lobbyist with citizen participation. C. Community participation in school policies and curriculum.

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Question 3 -- HOW WOULD YOU IMPROVE THE QUALITY OF EDUCATION FOR STUDENTS IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS?

Muriel M. Alexander -- Quality education is the result of quality teaching, and cooperation of the home. Where the home fails to provide learning experiences, I would suggest that the schools assume the responsibility. For example, to learn to read, the child has to recall prior experience. If the home lacks the experiences -- then the school should provide them.

J. Warner Hagan, Jr. -- When each child is provided with a seat and each teacher with a classroom, when more teachers have a better understanding of urban youth and modern teaching techniques and equipment, when there is counseling even at the elementary school level, and when funds are available for needed projects, quality education will be a reality.

Millard F. Neal -- First by seeking out ways to create more interest in education. Second, by re-examining the needs, and third, by ensuring that the methods of teaching are such that the student can see the relevance of the subject. Further, by the use of modern technological devices, including programmed instruction.

Chauncey S. Thomas -- Smaller classes -- Teacher aides for every classroom. In-service training with remuneration. Using new techniques such as teaching machines, etc. Adequate classroom space and facilities for each teacher. A more intensified pre-school program. An expanded vocational training program.

Question 4a -- STATE YOUR POSITION ON THE ISSUE OF COMMUNITY CONTROL.

Muriel M. Alexander -- Community control could end with rich communities having the best schools and poorer communities having the poorer school. There are certain interests to be assumed by the community; however, there should remain some central control to insure equal provisions for all schools.

J. Warner Hagan, Jr. -- Community control should not be left to the Board of Education. This being a project of the people, it behooves them to petition the Board when they have adequate organization and desire to assist in the control of their schools.

I am opposed to the citizens having the power to hire and fire school personnel.

Millard F. Neal -- I do not feel that the community should have full control over the hiring and firing of teachers or of the curriculum. I definitely feel that the community should be heard and involved in school affairs. Decisions, however, although reflecting the community feelings, should be the responsibility of school officials.

Chauncey S. Thomas -- There should be community participation and involvement in school policy and curriculum. Community control should be limited in the hiring and firing of teachers.

Question 4b -- STATE YOUR POSITION ON THE IMPLEMENTATION OF THE SKELLY-WRIGHT DECISION.

Muriel M. Alexander -- Equalization of races in a population 90% of one race is extremely difficult. Equalization of educational opportunity could be achieved through use of non-public schools in D.C. and cooperation with the suburban communities. Much more study should be given to this matter.

J. Warner Hagan, Jr. -- Many efforts have been made to implement this decision but adequate planning for the replacement of the track system has not been completed. The attempt to have students attend schools on a socio-economic grouping and to integrate teachers have failed in that all secondary schools are now overcrowded thereby decreasing the quality of education.

Millard F. Neal -- Some advances have been made. There remains quite a way to go. I feel that implementation of the J. Skelly Wright decision must be advanced to the fullest extent possible in the shortest possible time.

Chauncey S. Thomas -- I am in accord with the decision; because of inequities in the system, there is a need for a department of special education with specialized teachers to bring culturally, environmentally deprived children up to par. The decision should be implemented wherever feasible.

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Question 5 -- WHAT DO RESIDENTS IN YOUR WARD THINK ARE THE MOST URGENT EDUCATIONAL PROBLEMS IN THEIR SCHOOLS?

Muriel M. Alexander -- All meetings that I have attended have the following problems in common: 1. Overcrowdings. 2. Resent the taking of their homes (taxed property) for schools when vacant land is nearby. 3. Request more teachers, teacher-aids, counselors, and books and supplies on time. 4. Too many children are on the streets during the school day. 5. Restore respect.

J. Warner Hagan, Jr. -- Ward residents are concerned about transportation of students to schools outside of area; overcrowding which has occurred because of boundary changes; need for adequate and factual information in schools on Afro-Americans; homes being taken for school sites without previously having consulted community.

Millard F. Neal -- Community Control -- on which I am not sure yet what the popular feeling is. More classrooms and teachers, and the implementation of the J. Skelly Wright decision.

Chauncey S. Thomas -- Lack of quality education designed to meet the needs of the individual student. Drop-out rate because of the school's inability to cope with student's special problems. The absence of innovative techniques and equipment such as audio-visual aids, speech therapy, etc. The absence of adult education and use of school facilities after regular class hours.

WARD 8

CANDIDATES

Percy M. Battle -- 1129 Chicago St. S.E., no reply received.

James Elliot Coates -- 1210 Howard Road S.E., Pastor of Bethlehem Baptist Church.

Allwyn F. Crichlow -- 2312 Good Hope Road S.E., no reply received.

Welborn D. Daggett -- 116 Elmira St. S.W., no reply received.

Benjamin F. Davis -- 1156 Eaton Road S.E., no reply received.

Calvin W. Rolark -- 524 Foxhall Place S.E., no reply received

Edward E. Saunders -- 58 Brandywine St. S.W., Management Analyst at the Department of Health, Education and Welfare.

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Question 1 -- WHAT SPECIAL QUALIFICATIONS DO YOU POSSESS WHICH WOULD CONTRIBUTE TO OR ENHANCE YOUR EFFECTIVENESS AS A SCHOOL BOARD MEMBER?

James Elliott Coates -- As an administrator of anti-poverty programs, I acquired experience in involving low-income persons as partners in decision-making procedures. As a holder of membership on several boards of directors, I acquired experience in developing policy for the guidance of administrative staff. As a PTA president and chairman of Anacostia Community School Project, I have exercised a leadership role in designing and promoting approaches which by their results demonstrated an ability to solve educational problems.

Edward E. Saunders -- As a management analyst in HEW, I am well-schooled in management techniques and system design. I have demonstrated leadership abilities [illegible] the community and academic awareness [illegible]. Employment experience [illegible] dealing with Federal, State and County organizations contribute to a sensitivity to the problems in our schools. Most important, I have two children attending public schools, and have challenged the administrators on school policies.

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Question 2 -- WHAT DO YOU CONSIDER TO BE THE THREE MOST URGENT PROBLEMS FACING THE BOARD OF EDUCATION AND WHAT ARE YOUR SUGGESTIONS FOR SOLUTION?

James Elliott Coates -- Among the more urgent problems facing the Board of Education is the problem of staff development. The quality of teacher training and the length of experience are important variables for learner achievement. [illegible] developed evidence that the least trained and experienced teachers tend to be assigned to the low-income areas. To meet this need, in-service and other training has to be provided on a comprehensive basis.

Secondly, authority for the operation of the schools is too widely distributed among several departments of government. I regard fiscal autonomy as a necessary element for Board of Education independence. The Board should either be given power to levy taxes and issue bonds or receive according to flexible formula providing for increments a regular appropriation not subject to approval by the Congress, Mayor-Commissioner and D.C. Council as to spending priorities.

Overcrowding renders teachers ineffective. Satellite classroom space should be developed wherever facilities are found suitable; viz., churches, apartment buildings, etc. Demountables can be erected where sufficient playground space allows their use. But these are only palliatives. Since we are told by governmental functionaries that public housing must be concentrated in the Southeast area because land values are relatively lower, we must make it clear to these officials that these same low land values make a more realistic land acquisition for school purposes feasible.

Edward E. Saunders -- Problems: 1) Inadequate academic curriculum [illegible]. 2) Poor coordination between D.C. Government, Office of Education, School Board, Zoning Commission, Recreation Department and other Federal and community organizations. 3) A series of inadequacies, i.e. overcrowding, equipment, facilities, and no systematic comprehensive plan to solve any of the school problems.

Solutions: 1) A conference is held of school principals and counselors to implement the recommendations of the Passow Report re academic curriculums; 2) Mentioned offices are forced to develop an inter-face to maximize services to our children. Demand that these offices follow or adhere to the provisions of P.L. [illegible] and P.L. 534. Obviously these offices do not coordinate and don't have a "foggy" concept of what the other is doing. That an audit is made to determine the poor management practices of the D.C. Government. 3) That services are bussed to our children rather than our children are bussed to these services. This could alleviate overcrowding and inadequate facilities.

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Question 3 -- HOW WOULD YOU IMPROVE THE QUALITY OF EDUCATION FOR STUDENTS IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS?

James Elliott Coates -- See answer 2.

Edward E. Saunders -- See solutions under answer 2.

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Question 4a -- STATE YOUR POSITION ON THE ISSUE OF COMMUNITY CONTROL.

James Elliott Coates -- I support community control. Though achievement is desirable, there is another consideration which makes community control important: it makes the educational agencies responsible to the people served and assures that educational programs will be shaped by their felt needs, interests, etc.

Local boards of parents should not be expected to produce miracles in remedying long-standing educational ills. Their middle-class counterparts on the central board of education have to date been unable to right the wrongs they created. These local boards should be provided the professional and technical staff they need as they independently explore alternatives and make decisions regarding their children.

Teachers' rights as presently under contract with the central board will be protected in contractual agreements between the local boards and the Teacher's Union.

Edward E. Saunders -- I firmly oppose community control of schools if the concept means (1) student evaluation of teacher personnel or (2) if the community has the authority to hire or fire school personnel. I endorse community control if the aim is to improve the conditions of life in the community by adhering to the provisions of P.L. 534, which provided for the School Board to "authorize the Recreation Board to use school buildings and grounds for the purpose of establishing social centers, centers of recreation, community playgrounds, and other purposes." As it is, most of our children have suffered by the fragmented services rendered.

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Question 4b -- STATE YOUR POSITION ON THE IMPLEMENTATION OF THE SKELLY-WRIGHT DECISION.

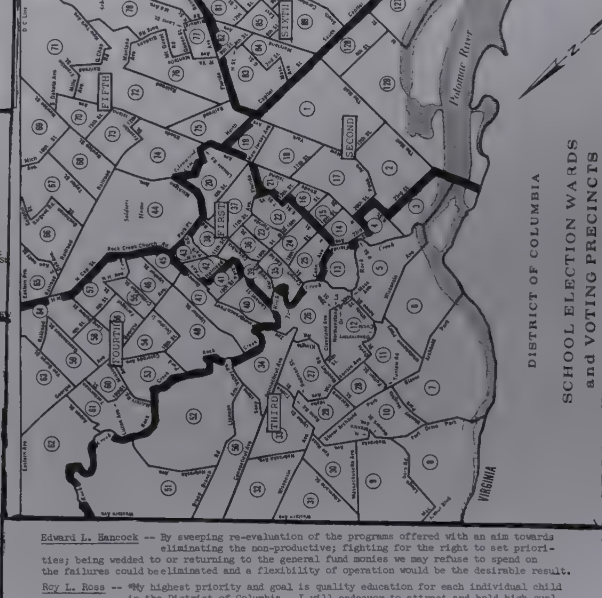
James Elliott Coates -- No answer.

Edward E. Saunders -- As a strong opponent of the Track System since its inception, I firmly support the Skelly-Wright decision and the legal opinions expressed. I firmly believe the Track System was designed to perpetuate de facto segregation.

Question 5 -- WHAT DO RESIDENTS IN YOUR WARD THINK ARE THE MOST URGENT EDUCATIONAL PROBLEMS IN THEIR SCHOOLS?

James Elliott Coates -- See answer 2.

Edward E. Saunders -- Overcrowding, inadequate facilities, and bussing of students from one overcrowded school to one that is worse off.



LEAGUE VOTER INFORMATION SERVICE -- 232-2616

WARD 5

CANDIDATES

Richard S. Bright -- 226 Webster St., N.E., no reply received.

Arrington Dixon -- 1843 24th St., N.E., Associate Professor of Computer Science, Washington Technical Institute.

James Harris, Jr. -- 1606 K St., N.E., clerk at General Accounting Office.

Jesse Jackson, Jr. -- 3100 35th St., N.E., Research Chemist, U.S. Bureau of Mines.

Martha S. Putney -- 5408 First St., N.E., History Professor, Bowie State College.

Lee A. Satterfield -- 5145 7th St., N.E., Attorney, Chesapeake & Potomac Telephone Company.

Mrs. Mattie G. Taylor -- 2307 Woodridge St., N.E., Community Relations Coordinator, U.S. Employment Service.

John H. Thornton -- 1736 Allison St., N.E., no reply received.

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Question 1 -- WHAT SPECIAL QUALIFICATIONS DO YOU POSSESS WHICH WOULD CONTRIBUTE TO OR ENHANCE YOUR EFFECTIVENESS AS A SCHOOL BOARD MEMBER?

Arrington Dixon -- A. A young native Washingtonian: I feel I can readily relate and communicate with the community. Also, I believe that my youth would permit me to develop an immediate rapport with students in the school system.

B. Industrial exposure: In work as a Programmer-Analyst at C.E.I.R. and as Systems Marketing Representative at R.C.A. I have been exposed to the most recent instruction techniques. Such a background provided me with the opportunity to manage projects involving several hundred-million-dollar budgets. I have over the past few years developed relationships with persons in private industry that would give me the entree to encourage private industry to take a more active role in the improvement of our schools.

C. Teaching experience: In that I have worked in the public school system, as well as on the graduate school level, I feel I would be more abreast of some of the fundamental and substantive problems that presently plague our school system.

James Harris, Jr. -- My having been associated with the D.C. school system for the past ten years including the presidency of Charles Young Elementary School P-TA for at least three years. President of City View Heights Civic Association (in Near Northeast), and have worked with the Community for more than eight years. Trustee and Financial Secretary of Trinidad Baptist Church, 1611 Benning Road, N.E. Member and officer of the Area 5 Council, Northeast Area. Past Cub Scout Master, Pack 1217.

Jesse Jackson, Jr. -- As president of the Gateway Community Association, and Chairman of the Fort Lincoln Planning Council, I have become acquainted with most of the other public agencies in the District that relate to the School Board. I have learned much about the Bureaucracies with which the School Board will have to contend. Generally speaking, I feel my involvements in District affairs, and community activities have educated me to the point where I can effectively relate to the District government in general and to the people in particular. This together with my experience gained from my employment and travel along with my academic achievements makes me an excellent candidate for the School Board.

Martha S. Putney -- My educational background and years of experience in teaching would enable me to identify the problems in the field of education and to offer specific proposals for the solution of these problems. In addition I have had a deep interest in and concern for youth.

Lee A. Satterfield -- My special qualifications are as follows: I am a lawyer and as such I give particular attention to gathering all the facts before making a decision. I was a top staff member of the Kerner Commission, participating in the decision concerning the report. I learned to work with men who were considered experts in their field. Using their expertise to advance the Report of the Commission.

Mrs. Mattie G. Taylor -- Mother of two pre-school children and deeply concerned about school services. Graduate of West Virginia State College, graduate study at George Washington University. Fifteen years work experience in social services to the citizens of Washington. A professional community organizer who is dedicated to the principle of community participation in school affairs. A friend and advisor to young people who love and respect her. Has successfully fought to develop and make available employment, recreational and educational opportunities for the youths of this community and throughout the city of Washington.

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Question 2 -- WHAT DO YOU CONSIDER TO BE THE THREE MOST URGENT PROBLEMS FACING THE BOARD OF EDUCATION AND WHAT ARE YOUR SUGGESTIONS FOR SOLUTION?

Arrington Dixon -- 1. The effective distribution of funds, according to student needs. I would, also, work earnestly for the immediate incorporation of PPB, for without knowing how the money has been disbursed in the past, it is inconceivable to optimize cost effectiveness and proper resource allocation in the future.

2. Fully developing each student's abilities without resorting to the track system. To achieve this goal, I would work for the implementation of the student-oriented curriculum approach. This approach requires testing each student at the beginning of the academic year so that one will know each student's strengths and weaknesses. Then a broad curriculum can be developed which is adaptable to the needs of each student.

3. Decreasing the dtudent drop-out rate. This, hopefully, can be achieved by developing a better image of the school system. I would approach all local mass media and attempt to persuade them in devoting free time, as a community service, to informing the public that our school system has produced such graduates as Elgin Baylor and Duke Ellington.

James Harris, Jr. -- I cannot quote a direct statement concerning the urgent problems of the Board of Education. However, since we have a new Superintendent, I think the job has been well instituted. If there is non-cooperation as a part of the School Board, I think all of this should be ironed out immediately.

Jesse Jackson, Jr. -- I think the three most urgent problems facing the School Board are: 1. Lack of adequate class room space. 2. Inefficient administration. 3. Poor reading skills. I think the Board of Education should act immediately to rent additional classroom space from any suitable available source in order to relieve the overcrowded conditions presently, and initiate an intensified building program as a permanent solution. I would like to see the administrative functions of the school system reorganized in such a way to minimize the number of persons in the chain of command through which you must go in order to get actions. I believe the administration is top heavy which makes it cumbersome. I believe that the reducing the pupil to teacher ratio in our schools to 25 or less and placing greater emphasis on reading, writing and speech in the very early years of our children's stay in school, that this together with the most advanced materials and equipment for teaching, will greatly improve the reading skills of our children.

Martha S. Putney -- The three most urgent problems facing the Board of Education are:

a) improving the quality of education,
b) ensuring effective leadership at all levels,
c) adopting new or different administrative and personnel procedures and approaches.

Some suggestions for their solution are:

a) (See my answer to question number 3.)
b) Here four innovations are necessary, including
   I. Reform the promotion system;
   II. Establish internship program for training staff;
   III. Establish well-defined lines of communication, responsibility, authority and supervision;
   IV. Create an executive staff for the Board to evaluate programs and proposals.
c) This would require six steps:
   I. Modernize recruitment, certification and employment procedures;
   II. Permit more meaningful community involvement;
   III. Establish in-service training and educational leave with pay for teachers;
   IV. Institute pre-school programs;
   V. Involve everyone concerned in curriculum planning;
   VI. Support full-scale educational experimentation.

Lee A. Satterfield -- The three most urgent problems are:

1) Lack of fiscal autonomy. As a member of the Board, I would try to mobilize the community to support a request to the Mayor and the City Council to recommend fiscal autonomy for the Board of Education;

2) Development of overall policy by the Board and seeing that this policy is carried out. In the past the Board has been ineffective in making its wishes known. I would consult with the community and develop programs to meet the special needs of all our children.

3) We must have more community involvement in the school system. I would continue the involvement brought about by the School Board campaign. We must make all our citizens feel that they are a part of the system.

Mrs. Mattie G. Taylor -- 1. Freedom from Congressional controls over school budget and programs. We can guarantee a base operation budget for education by earmarking a portion of existing taxes for the schools.

2. Development of a pre-kindergarten educational program for children ages three and four who can and are learning. The importance of early education is recognized and agreed on by most educators, parents, and others in the community. This is the first step in reducing the drop out rate, raising achievement levels, and fostering in the child an attitude of accepting schooling as a necessary part of his daily activities.

3. Educational resources and services must be more equally and fairly distributed to insure for all children the opportunity to learn. The present policy of scattering and fragmenting various programs to various schools must be stopped.

Question 3. HOW WOULD YOU IMPROVE THE QUALITY OF EDUCATION FOR STUDENTS IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS?

Arrington Dixon -- I would focus my attention on improving both the college preparatory and vocational training curriculums. For either, it is, first necessary to place greater attention on the fundamentals of learning, precisely reading, writing, and arithmetic. In the area of college preparatory courses, it is necessary that the curriculums are patterned as closely as possible to the requirements of the college entrance examinations, as well as including those courses necessary for admittance by the majority of universities and colleges. In the area of vocational training, I believe we need to develop programs which provide our students with marketable skills and knowledge. This naturally requires bringing in modern equipment so that we will produce graduates exposed to the facilities presently employed in the job market.

James Harris, Jr. -- I would try to improve the quality of education for students in D.C. Public Schools by providing the schools with the necessary equipment and facilities. Improve vocational program. Reduce the classes to no more than 20 or 22 students, and see that these phases of education are keenly implemented.

Jesse Jackson, Jr. -- I would organize the system in such a way that it provided educational experiences for life long education, relevant to the roles that each student will have to play in his lifetime as an individual, as a family member, in society, and in his occupation. I would make the education system serve the community by making educational facilities available for community use at all times. I would train all student influencers in recognition of the fact that a wide variety of individuals and institutions influence the education of students, and that it is the responsibility of the education system to train these influencers. I would engage in continuous staff development. I would organize the system in such a way that it is continuously evaluated and up-dated.

Martha S. Putney -- A first step must be the institution of a crash program in reading. A second step would be making the curriculum more relevant to the needs of the students. Next, teachers should be given assignments which are consistent with their training and experience. Also antiquated equipment must be replaced with modern facilities. Finally, working relationships should be established with outside professional agencies for mutual growth.

Lee A. Satterfield -- I would approve the quality of education in the District by making sure that each dollar spent goes toward providing for the needs of our children. Today there is no way of knowing how the money is being spent. We must also have feedback from the experimental programs. In this way we can determine whether such programs are worth keeping.

Mrs. Mattie G. Taylor -- Quality education must be achieved through more vigorous academic programs that activate the higher learning process inherent in all normal students. We must offer a wider range of subjects, services and opportunities that are relevant to today's economic and social needs. We must prepare our youths to function effectively and successfully as they take over responsibility for their own personal and business affairs.

Question 4a. STATE YOUR POSITION ON THE ISSUE OF COMMUNITY CONTROL

Arrington Dixon -- I am in favor of phased decentralization, but I am not, at this time, in favor of community control of schools. To attempt to completely revise the administration of our school system by attempting to develop community controlled schools would be a stupendous task. While working towards this prodigious goal, the critical problems of low reading scores and high drop-out rates would be forsaken. Finally, in that the District schools must approach Congress for funds, this would multiply the funding problem eight times!

James Harris, Jr. -- I do not wish to see a full Community Control School System. I only wish to see that the Community will have a voice in school sites, program planning, and any other constructive community program that will be of benefit. I do not stand firmly on the issues of the Community having the authority of employing or terminating a member of the School System. All this should be instituted by the Board of Education.

Jesse Jackson, Jr. -- I do not view the matter of community control as a pressing issue. I view it as a concept which is in its infant stage, and one which should be given very careful consideration, not only by the Board of Education, but by the district residents as well. Because it has not been given the kind of scrutiny which I think is paramount, either by the Board of Education, the Community, or myself, I do not advocate community control. However, I will support administrative decentralization and establishing of school districts.

Martha S. Putney -- I fully support the recommendations of the Passow Report on community control.

Lee A. Satterfield -- I am in favor of the concept of community control, provided the community is interested in community control. It should not be forced upon the community. If it is determined that the community wants control, then guidelines must be written to protect the interest of all those involved, including teachers, parents, students and administrators.

Mrs. Mattie G. Taylor -- Meaningful community participation in educational affairs begins with the election of a School Board. Citizens must move on to gain an influential voice in the operation of our schools, the budgeting of programs, the location of new school construction, policy and personnel matters.

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Question 4b. STATE YOUR POSITION ON THE IMPLEMENTATION OF THE SKELLY WRIGHT DECISION.

Arrington Dixon -- I believe that the thrust of the Skelly Wright decision can be implemented by developing as much of a socio-economic mix within a school as its location will permit. I do not think it necessary to bus students from Anacostia to schools west of the Park. Such an approach creates undue hardship for all concerned and serves no meaningful purpose. Thus, I propose that an effort be made to insure a proper socio-economic mix in every school, without completely forsaking the neighborhood school concept.

James Harris, Jr. -- Concerning the Skelly Wright decision, I think as the Law of the Land, these issues should be carried out to their fullness.

Jesse Jackson, Jr. -- I think that the Skelly-Wright decision should be implemented immediately. However, I don't think that the administration clearly understands the Skelly-Wright decision particularly with reference to the school boundaries and ability grouping of students.

Martha S. Putney -- I fully support programs and actions designed to implement the Skelly-Wright decision.

Lee A Satterfield -- The Skelly-Wright decision cannot be completely implemented until the appeal has been determined. I am in favor of eliminating all traces of the discriminatory practices of providing less money for some schools in the District. For the most part, the Skelly-Wright decision should be implemented as soon as possible, but with proper planning.

Mrs. Mattie G. Taylor -- No answer

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Question 5 WHAT DO RESIDENTS IN YOUR WARD THINK ARE THE MOST URGENT EDUCATIONAL PROBLEMS IN THEIR SCHOOLS?

Arrington Dixon -- 1. The failure of the school system to teach the children the fundamentals of learning--reading, writing and arithmetic

2. The lack of a centrally located high school. 3. The vandalism that makes it dangerous for students to go to and from schools.

James Harris, Jr. -- Better schools and facilities within the Community. The overcrowding of classrooms and the transferring of students long distances for the schools within the community. Non-supervision of after-school activities in the Community.

Jesse Jackson, Jr. Lack of adequate classroom space, absence of pre-school, lack of teacher aids, poor or inadequate library facilities, absence of or inadequate lunch room facilities, lack of adequate recreational facilities and equipment, and lack of adequate instructional materials and equipment.

Martha S. Putney -- Residents in my Ward have indicated keen interest in quality education, the school boundary issue, and the condition of buildings, facilities and equipment.

Lee A. Satterfield -- The residents of my Ward see discipline in the school as the major problem, along with the lack of fiscal autonomy. We must devise a way to bring back pride and discipline to the school system.

Mrs. Mattie G. Taylor -- No answer

65 La Salle School
Riggs Rd. & Madison St., NE
66 Backus Jr. High School
South Dakota Ave. & Hamilton St., NE
67 Bunker Hill School
14th St. & Michigan Ave., NE
68 Monastery Pilgrimage Hall
Quincy & 14th Sts., NE
69 Taft Jr. High School
18th & Perry Sts., NE
70 Burroughs School
18th & Monroe Sts., NE
71 Woodridge School
Carlton & Central Aves., NE
72 Langdon School
20th & Franklin Sts., NE
73 Slowe School
14th & Jackson Sts., NE
74 Noyes School
10th & Franklin Sts., NE
75 McKinley High School
2nd & T Sts., NE
76 Crummell School
Gallaudet & Kendall Sts., NE
77 Wheatley School
Montello Ave. & Neal St., NE
78 Ruth K. Webb School
Mt. Olivet Rd. & Holbrook Place, NE
79 Browne Jr. High School
24th St. & Benning Rd., NE
44 Archbishop Carroll High School
4300 Harewood Rd., NE

Ward 5 Precincts

Ward 8 Precincts

112 Anacostia Library
Good Hope Rd. & 18th St., SE
125 Hendley School
6th & Chesapeake Sts., SE
126 Patterson School
South Capitol & Elmira Sts., SW
114 Ketcham School
15th & U Sts., SE
115 Garfield School
Alabama Ave. & 25th St., SE
116 Parklands Nursery School
2118 Shipley Terrace, SE
117 Turner School
Alabama Ave. & Stanton Rd., SE
118 Douglass Jr. High School
Douglas & Stanton Rds., SE
119 Birney School
Nichols Ave. & Sumner Rd., SE
120 McGogney School
Wheeler Rd. & Mississippi Ave., SE
121 Draper School
Wahler Place bet. Wheeler Rd. & 9th St.
122 Hart Jr. High School
Mississippi Ave. & 6th St., SE
123 Congress Heights School
5th St. & Nichols Ave., SE
124 Washington Highlands Library
Atlantic St. & South Capitol Terrace, SW

WARD 6

Mrs. LaNita B. Proctor -- 707 D St., N.E., data control and information clerk.

Mrs. Martha Swaim -- 649 Maryland Ave., N.E., former teacher.

William H. Vines -- 717 10th St., S.E., Management, National Library of Medicine.

Mrs. Nadine Winter -- 513 8th St., N.E., Executive Director of Hospitality House.

Question 1 -- WHAT SPECIAL QUALIFICATIONS DO YOU POSSESS WHICH WOULD CONTRIBUTE TO OR ENHANCE YOUR EFFECTIVENESS AS A SCHOOL BOARD MEMBER?

Mrs. LaNita B. Proctor -- I am the mother of 7 children that are in the D.C. public schools and I have learned by first hand what the failings of the D.C. School System are.

Mrs. Martha Swaim -- 1. Study of D. C. Schools at Howard over last 2 years.

2. Volunteer experience writing budget testimony on schools for Circle on the Hill. As a result of work in these two areas I am familiar with all of the schools in the area, with the powers of the Board, and with the grievances of parents in our ward about our schools.

William H. Vines -- Having a daughter progress through the Public Schools of Washington, D.C. and a son now attempting to do the same plus having a granddaughter beginning the Pre-School Program, I feel that this puts me in a position to be rather critical in some areas and constructive in others. Twenty years of association with school and community problems has given me an opportunity to evaluate the progress or retrogression of the system which I seek to serve.

Mrs. Nadine Winter -- My special interest is to bring about Community Involvement which I believe will lead to better schools. Low income areas need to think about education for the parents as well as the children. My special qualification is my ability to communicate with the rich and the poor and I understand the problems.

Question 2 -- WHAT DO YOU CONSIDER TO BE THE THREE MOST URGENT PROBLEMS FACING THE BOARD OF EDUCATION AND WHAT ARE YOUR SUGGESTIONS FOR SOLUTION?

Mrs. LaNita B. Proctor -- 1. Untrained teachers - I would favor the improvement of teaching abilities through clinics and In-service courses on a year-round basis. I would also favor having teachers acquire this training in areas which motivate the teachers to know that there is no such thing as a lost child in our slum areas.

2. A school system that will provide a curriculum of individualized instruction for each student.

3. That the sufficient funds for the necessary materials to get the job done are provided.

Mrs. Martha Swaim -- A. Parent control over schools:

1. grievance procedure providing a hearing before a third party for disputes within the school.
2. Parent-teacher conferences once a marking period other than PTA nights.
3. Open house once a month when I will listen to parents, students, and staff.
4. Schools open before and after school for day care and evenings for many purposes - community schools.
5. Community School Board - Ward 6.
6. Public hearings on site selection for Lovejoy, Peabody-Edmonds, and Phelps Vocational expansion.

B. Staff training. In-service training for all interested teachers teachers using summer institutes and release time during the year as is done by the INNOVATION TEAMS in the MODEL SCHOOLS Division.

C. Curriculum changes to make what is taught more closely related to child's life.

1. Teach black culture and history, and that of other ethnic groups.
2. Provide extra supply allotment for individual teachers so that they can get special supplies for children with individual problems.

William H. Vines -- A. More and better school facilities which are planned with vision and for future use with full citizen participation.

B. New innovative ideas in the present curriculum which are flexible enough to meet the needs of children.

C. Pre-School Education so that the children will not have a chance to form lasting habits that have to be changed.

D. Recruiting and hiring teachers who will be able to become permanent employees and will have the dedication which the profession demands.

Mrs. Nadine Winter -- 1. I believe the teaching must be left to the teachers.

2. The administration must direct and be administrative.
3. The Board must function as a Board.

The most urgent problem appears to be caused by the lack of knowledge on each level. The Board must support the staff members who are functioning, urge the dismissal of those who can't perform, and see that all persons get the tools and supplies to get the job done.

Question 3 --HOW WOULD YOU IMPROVE THE QUALITY OF EDUCATION FOR STUDENTS IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS?

Mrs. LaNita B. Proctor -- I would press for adequate school buildings, instructional programs to meet the needs of each student, additional teachers who are trained and who will continue training and for sufficient funds that are allocated according to need to assure equal educational excellence for all children.

Mrs. Martha Swaim -- 1. Expand In-Service training for all teachers interested, run as in the MODEL SCHOOLS, beginning with summer institutes and then extending into the school year, supporting participating teachers with supplies and TEAM support.

2. Carefully study the Budget, both operating and new requests, using support from Board staff and inspection teams, to assure that what we spend is spent where it should be and that we request increases where most needed.

3. Increase supply allotments, put distribution on a credit card system to cut down time lag.

4. Set up personnel policies to promote staff who experiment and are willing to learn; to insist that all administrative personnel SERVE the teachers in the class room.

William H. Vines -- I shall work for two main objectives: 1. Cooperation with the Congress, 2. Establishment of a Watch-Dog Agency to work directly for the Board. The Executive Study Group, which has released its final report, needs to be replaced by the Watch-Dog Agency. I think that CAREL (the Central Atlantic Regional Education Laboratory) might be a reasonable candidate for the Watch-Dog contract. The Watch-Dog Agency should prepare material and conduct studies at the Board's behest on the effectiveness of various programs initiated with various segments of the student population.

I think the Board of Education should also be listened to when recreation, welfare, housing and other decisions are being made.

Mrs. Nadine Winter -- My position as a School Board member would be to approve and support programs designed to improve the quality of education for students, and to see that money and tools are available to do the job.

Question 4a -- STATE YOUR POSITION ON THE ISSUE OF COMMUNITY CONTROL.

Mrs. LaNita B. Proctor -- I believe that a community should be given a choice of community control of schools provided that its residents have agreed to such a move and have expressed its willingness through earlier participation in an advisory board that has worked toward this goal.

Mrs. Martha Swaim -- I support community control. The first step is a Board that exercises all of its powers. Second step - making schools open to parents by evening parent/teacher conferences, visiting times during the school day, a grievance procedure for parents, students and teachers, a Ward Advisory Council, and open house once a month when I can hear people. Third - a community school proposal on Ward 6.

William H. Vines -- I believe in decentralization; however, each area should evaluate exactly what the needs of the community are and present them to the Board. At the same time have responsible people ready to step into the breach and do the necessary job towards implementing this decision.

Mrs. Nadine Winter -- My platform is community involvement at all levels.

Question 4b -- STATE YOUR POSITION ON THE IMPLEMENTATION OF THE SKELLY-WRIGHT DECISION.

Mrs. LaNita B. Proctor -- I agreed with the Wright decision which ordered the School Board to make major changes in its methods of grouping students, to integrate faculties and to bus students from crowded schools to schools with empty seats. I feel that the new school board must implement this decision.

Mrs. Martha Swaim -- I understand the decision to disapprove any grouping, curriculum or school construction that perpetuates segregation by race or economic background. I believe it can be implemented by a sound early testing program for all children, flexible grouping across age levels and ability levels for some parts of each day, by providing each teacher with supplies so that individual children can work at their own speed, by construction and use of education centers for groups of elementary schools or upper schools, that serve children from different geographic areas.

William H. Vines -- The Skelly-Wright decision is one we will have to work towards implementing at the same time constructively review the accomplishments emanating from this decree.

Mrs. Nadine Winter -- No reply.

Question 5 -- WHAT DO RESIDENTS IN YOUR WARD THINK ARE THE MOST URGENT EDUCATIONAL PROBLEMS IN THEIR SCHOOLS?

Mrs. LaNita B. Proctor -- Low reading scores.

Mrs. Martha Swaim -- 1. Quality of teachers and their accessibility. Parents are very upset about teachers' inability to handle individual variations among children. The common pattern is teaching all in a certain mold.

2. Discipline and vandalism at the junior high level.
3. Inadequate supplies.
4. Vocational education should be expanded and related to the job market.

William H. Vines -- Low reading score; math problems; books and other necessary supplies; better teachers.

Mrs. Nadine Winter -- No survey has been taken. Time is over for a few to speak for the majority. If elected I will do everything in my power to represent the wishes of the majority from Ward 6.

Ward 6 Precincts

80 Gibbs School
15th & E Sts., NE
81 Kingsman School
14th & E Sts., NE
82 Goding School
10th & F Sts., NE
83 J. O. Wilson School
6th & K Sts., NE
84 Stuart Jr. High School
4th & E Sts., NE
85 Lovejoy School
12th & D Sts., NE
86 Eliot Jr. High School
18th St. & Constitution Ave., NE
87 Payne School
15th & C Sts., SE
88 Bryan School
Independence Ave. bet. 13th & 14th Sts., SE
89 Hine Jr. High School
7th & C Sts., SE
90 Tyler School
10th & G Sts., SE
91 Watkins School
12th & E Sts., SE

Ward 7 Precincts

92 Kenilworth School
44th bet. Nash & Ord Sts.,
93 Houston School
50th Place & Lee St., NE
94 Merritt School
50th Place & Hayes St., NE
95 Drew School
56th & Eads Sts., NE
96 Evans Jr. High School
5600 East Capitol St., NE
97 Miller Jr. High School
49th & Brooks Sts., NE
98 Smothers School
44th & Brooks Sts., NE
99 Woodson Jr. High School
Minnesota Ave. & Foote St., NE
100 Thomas School
Anacostia Ave. & Grant St., NE
101 River Terrace School
34th & Dix Sts., NE
102 Benning Library
Benning Rd. near Minn. NE
103 Plummer School
Texas Ave. & C St., SE
104 Nalle School
50th & C Sts., SE
105 Harris School
53rd & C Sts., SE
106 Davis School
44th Place & H St., SE
107 Sousa Jr. High School
37th St. & Ely Place, SE
108 Pennsylvania Avenue Baptist Church
Pennsylvania Ave. & 30th St., SE
109 Ryland Methodist Church
Branch Ave. & S St., SE
110 Beers School
Alabama Ave. & 36th Place SE
111 St Francis Xavier Catholic School
2700 O St., SE
113 Stanton School
Alabama Ave. & Naylor Rd., SE

WARD 7

CANDIDATES

Samuel L. Banks -- 3735 Jay St., N.E., Instructor in Social Studies, Baltimore City College.

John W. Burns -- [illegible] Eads St., N.E., Community Services Specialist for the National Capitol Housing Authority.

James E. Curtis -- 119 36th St., N.E., no reply received.

Eugene Q. Gordon -- 1920 Naylor Rd., S.E., Mathematician with Operations Research, Inc.

Edward L. Hancock -- 54 54th St., S.E., Model Maker for the Naval Ordnance Laboratory.

John W. Holmes, Sr. -- 7322 Southern Ave., N.E., no reply received.

Melvin Moore, Jr. -- 2628 Monroe St., N.E., no reply received.

Roy L. Ross -- 1651 38th St., S.E., Regional Program Analyst with the Office of Economic Opportunity.

William Simmons -- 4321 Barker St., S.E., no reply received.

Question 1 -- WHAT SPECIAL QUALIFICATIONS DO YOU POSSESS WHICH WOULD CONTRIBUTE TO OR ENHANCE YOUR EFFECTIVENESS AS A SCHOOL BOARD MEMBER?

Samuel L. Banks -- Three years as the president of the Mayfair-Parkside Civic Association and service as the Education Chairman of the Far Northeast Council of Civic Associations have provided me a rich opportunity to know, understand, and to appreciate the educational needs and interests of the people of Ward Seven. Moreover, I have a first-hand pragmatic and professional understanding of the methods and procedures needed to effectuate meaningful educational change.

John W. Burns -- I've worked in the following positions: recreation director (4 years); youth counselor (4 years); teacher. I've been active in the community since graduating from high school. Besides being familiar with the community, I am familiar with the educational inadequacies of D.C. schools and feel that I can work effectively with a group to eliminate these inadequacies. With my ability to work with students, parents, other board members, D.C. City Council, and Congress, I can turn the D.C. educational system around.

Eugene Q. Gordon -- As a graduate teaching assistant at the University of Maryland, I taught freshman mathematics and, through first hand observation, became well acquainted with the deficiencies in the high school education process. Through my association with various technical firms, I have gained a deep understanding of the importance of thorough and careful analysis of problems. My contribution to the field of operations research exhibited my sense of organization and my adeptness at solving difficult technical and procedural problems.

Edward L. Hancock -- As a school board member who has an extensive knowledge of the community he serves, the abiding faith and support of all segments of the total community (school administrators, teachers, parents of all backgrounds, children, professionals) this alone is a most special qualification. I am a specialist in work study programs (apprenticeship and on the job training procedures). My 27 years of actual industrial experience would add an expert knowledge of the vocational program and equipment evaluation. As a member of P.T.A. oriented groups for 15 years, at the working level, I am able to evaluate program's effectiveness.

Roy L. Ross -- *As Chairman of the Community Council for a Model Urban School System studied the Passow report for 10 months and made recommendations on means of implementing the report; lobbied on the hill to bring the D.C. School Board election bill out of moth balls to be passed in time to coincide with the November national elections; was instrumental in the removal of the 5% limit on the hiring of Teacher Aides; also the removal of the 60 credit hour requirement of Teacher Aides. Chairman of the committee that selected the site for the $10 million school demonstration project.

* * *

Question 2 -- WHAT DO YOU CONSIDER TO BE THE THREE MOST URGENT PROBLEMS FACING THE BOARD OF EDUCATION AND WHAT ARE YOUR SUGGESTIONS FOR SOLUTION:

Samuel L. Banks -- The most significant and compelling concerns are as follows:

1. Tragic failure of most of our students to read effectively--this educational recidivism must be ended promptly.
2. Lack of school plants to house our children, particularly in Ward Seven.
3. Development of a viable and purposeful decentralized school program.

John W. Burns -- For students: The highest possible relevant and quality education to equip them with marketable skills, which will enable them to enter the work world with a degree of proficiency that will ensure their success or to provide them with a second educational base on which to build during their pursuit of higher education.

For teachers: Time to teach and opportunities for continued acquisition of skills at the expense of the Board of Education.

For the community: A climate and an opportunity for meaningful participation in setting school programs and priorities. Being a bit more specific, I think the reading levels of students should be upgraded. This is number one priority because reading is basic to all knowledge. Last term, out of 176 schools in the District only six showed significant improvement in national reading tests.

Eugene Q. Gordon -- *D.C.'s most urgent problem in education is that policies and budgets are separated. The Board of Education is the only body in the Budget Review process which is directly elected by the citizens of D.C. Naturally you would expect an elected Board of Education to be the most responsive body in the budget review process. Therefore, I proposed that the Board of Education wage an aggressive campaign to present and defend its Budget Estimates directly to the Congressional Appropriations Committees. This is the interim budgeting process which I believe will produce budget actions which are integrated with Board of Education policy objectives. I realize that the long run solution is Home Rule.

Members of the Board of Education must be able to deliberate and reach a decision without bickering and the needless personality clashes which cause divisiveness. There must be unity of purpose at the top! The Board must devise clear, constructive and decisive action to regain the confidence of the community.

We must not continue to have a "reacting school system" rather than an initiating one insofar as innovation, long-range planning and program development are concerned. We must use the latest techniques in demographic analysis as a basis for intelligent long-range planning.

Edward L. Hancock -- Quality education, classroom and material shortages, discipline in the classrooms, are the most pressing questions facing the newly elected Board. I would base my solutions on an honest concern for depressing conditions in lieu of percentages, area of location, or community power. For instance poor readers should be identified by case number in the records and dealt with on a city-wide basis, not only as a personal gain in the model school division but on a system-wide integrated basis. The same approach applies to the other two proposals. I believe in one system, A Progressive Public School System for the District of Columbia.

Roy L. Ross* -- 1. Build new school facilities.

2. Recruit and hire more teachers.
3. Train teachers.

Question 3 -- HOW WOULD YOU IMPROVE THE QUALITY OF EDUCATION FOR STUDENTS IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS?

Samuel L. Banks -- The test of a school system does not rest in school plants, though we must have more of them, but in the excellence of the instructional staff. My efforts would be essentially directed toward an energetic and innovative teacher recruitment effort that would secure for our children knowledgeable, sensitive, and imaginative teachers.

John W. Burns -- Besides upgrading reading levels, I would insist that there be constant evaluation of existing programs and adequate teaching space and materials. Also, I would insist that the Board of Examiners adhere to the highest professional standards for certifying and evaluating teachers and administrators. Of course, community participation will be provided for.

Eugene Q. Gordon -- *Greater emphasis on pre-school programs.

There is an impressive body of evidence which supports the importance of pre-kindergarten program, especially for the disadvantaged child.

--Reduced class sizes in crowded schools. There must be a massive construction program to relieve overcrowding and to relieve the need for busing. Pupil discipline can also be improved through the reduction of class size.

--Improvement of reading skills.

--Decentralized, community controlled schools (see 4a).

--In-service training for teachers. I favor staff development centers in the schools for more in-service training for teachers to equip them to serve inner city schools. The in-service training must be a continuing education.

--More individualized instruction which allows a student to move at his own pace.

--Relevant and interesting student oriented curricula to reduce the dropout rate and to alleviate the discipline problem.

--Community participation in site selection and design of new schools.

Edward L. Hancock -- By sweeping re-evaluation of the programs offered with an aim towards eliminating the non-productive; fighting for the right to set priorities; being wedded to or returning to the general fund monies we may refuse to spend on the failures could be eliminated and a flexibility of operation would be the desirable result.

Roy L. Ross -- *My highest priority and goal is quality education for each individual child in the District of Columbia. I will endeavor to attract and hold high quality and experienced teachers in our Public School system. Teachers should be relieved of the "police" duties in the classroom. They must be paid for attending training classes outside their normal school duties; however, this training is necessary and should be provided.

* * *

Question 4a -- STATE YOUR POSITION ON THE ISSUE OF COMMUNITY CONTROL.

Samuel L. Banks -- I support fully the concept of the optimum involvement of the community in the public schools. I do not, however, support the exclusive right of a community of lay people to hire and fire teachers. There must be, to be sure, a meaningful and productive partnership between the school and the community.

John W. Burns -- The schools belong to the people. Unless the community has a structured way to have their voices heard, education will never be of the quality and relevancy it should be. Parents, the community, the administration, along with teacher representatives can work together to form policies and programs.

Eugene Q. Gordon -- *I support community control of schools when the demand for this type of community involvement originates from local groups. There must be clear lines of authority established, and specific plans must be formulated in advance to deal with practical application of community controlled schools. For example, there should be subcontracts between the teachers' bargaining agent and the neighborhood boards to prevent city-wide strikes over local matters. The financial authority of the school system should remain centralized. Community control of schools should never be imposed from above by the central administration.

Edward L. Hancock -- I believe in community control unalterably and the elected school board is the opening shot in this direction. However, I must insist on the matter emanating from the demands of the real community and by referendum, engaged in by all people concerned instead of an alien group bent on the power angle that control implies and for the sake of control only. There should be a well planned program submitted for study and approval and training of the entire community before a phased implementation is effected.

Roy L. Ross -- *I favor creating elected community school boards which would have the power to hire and fire personnel, allocate funds, and determine curriculum. The shocking and absurd practice by the Board of Education of manipulating people's lives behind closed doors should be ceased and centralized control must be turned over to responsible local citizens.

* * *

Question 4b -- STATE YOUR POSITION ON THE IMPLEMENTATION OF THE SKELLY WRIGHT DECISION.

Samuel L. Banks -- The Skelly Wright decision, as it pertains to our schools, is the law. I fully support the decision in terms of terminating socio-economic class differences. I believe that each quadrant of the city must chart its own way with dispatch and certainty.

John W. Burns -- Little has been done to implement the decision. It is clear that a special committee must be appointed by the Board to deal with the law. And this committee must see that the Skelly Wright decision is completely implemented.

Eugene Q. Gordon -- *When the geographic borders of a school district create lack of balance as to population or financial resources we should be receptive to and initiate changes which will improve education in areas beyond the scope of our existing school districts. The members of the elected Board of Education should take a fresh look at the boundary changes to make sure that they not only result in a socio-economic mix of the student population but that important changes and innovations are simultaneously made which enhance the quality of education in all areas.

Edward L. Hancock -- If equal educational opportunities were made available to all D.C. Public School Children, even in predominately Negro or all Negro schools, then compliance with the Decree would be in force. This present Board has vacillated in this particular area and offered excuses in lieu of action on a massive scale. I would use this decree as an uncomplicated blueprint of operation, before attempting to plow through the Passow Report.

Roy L. Ross -- *The busing of children would not be necessary if the schools in the area were qualified. A child should be taught in his own neighborhood so that he could become a part of the community, especially in his formative years.

* * *

Question 5 -- WHAT DO RESIDENTS IN YOUR WARD THINK ARE THE MOST URGENT EDUCATIONAL PROBLEMS IN THEIR SCHOOLS?

Samuel L. Banks -- 1. Abysmally low reading scores.

2. Acute shortage of school plants to accommodate a burgeoning school population.
3. High dropout rate at secondary level.
4. Breakdown of discipline in too many schools.

John W. Burns -- The same things I'm pushing for and that I've mentioned previously.

Eugene Q. Gordon -- The residents of Ward 7 think that the most urgent problems in their schools are inadequate and overcrowded facilities, pupil discipline, the by-products of school boundary changes (such as busing and improper assignments of students in traveling sections) and insufficient supplies, equipment and textbooks.

Edward L. Hancock -- The inequalities that exist in many of the schools in the Ward 7 area, particularly at the secondary level. This includes books particularly, and their quality; materials and equipment, their age and quality; disciplinary problems in buildings and surrounding areas which parents with children who were affected by the boundary changes have found to differ dramatically from areas West of the Park. The instructional level and teacher competence.

Roy L. Ross -- No answer.

THE LEAGUE OF WOMEN VOTERS OF THE DISTRICT OF COLUMBIA
1346 Connecticut Avenue, N.W. Washington, D.C. 20036

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Address ________________________

WARD 4

CANDIDATES

Muriel M. Alexander--1506 Hamilton St., NW, retired Principal of D.C. Schools.

J. Warner Hagan, Jr.--1520 Farragut St., NW, Legal Rating Specialist, Veterans Administration.

Deborah L. Matory--1645 N. Portal Drive, NW, no reply received.

George W. Mitchell--2243 Sudbury Road, NW, no reply received.

Millard F. Neal--2250 Sudbury Road, NW, Supervisory Education Specialist for Navy.

Chauncey S. Thomas--1417 Newton St., NW, Real Estate.

* * *

Question 1 -- WHAT SPECIAL QUALIFICATIONS DO YOU POSSESS WHICH WOULD CONTRIBUTE TO OR ENHANCE YOUR EFFECTIVENESS AS A SCHOOL BOARD MEMBER?

Muriel M. Alexander -- Experience. Served as Principal of a Junior High School 18 years. Before that I served as teacher, counselor, assistant principal. I have served also on many city and national committees, chairman of some.

J. Warner Hagan, Jr. -- Studies for the Bachelor's Degree included education courses and practice teaching in a secondary school.

Experiences with youth in scouting, recreation centers and many other activities have won their confidence and will provide opportunities for assistance and correction of some school problems.

Having served in many capacities in the community, rapport has been established which will enhance the Board of Education's position in our Ward.

As President of the Northwest Boundary Civic Association and as an active member of several PTAs, I often appeared before the Board of Education in behalf of the special needs of our schools. I am familiar with the schools, their needs, and the function of the Board of Education in solving school problems.

Millard F. Neal -- Founded and operated an electronics school (Capitol Communications Institute) here in Washington, D.C. for under-privileged youths (including dropouts) from 1959 to 1962. Obtained permission from the Recreation Department and conducted volunteer summer electronics and radio-TV repair classes at Backus Junior High School (1967). Worked out the curriculum for the course and provided all necessary laboratory equipments. This project was not funded. My wife and I worked together to re-establish a library in the Bunker-Hill Elementary School and contributed a 16-inch Visual Relief Globe (with floor stand) for use by the children at Bunker-Hill.

Chauncey S. Thomas -- Ten years of involvement in Community Action Programs with youth and adults, guiding them toward constructive participation in civic recreational activities. An active participant in the struggle at the Tubman school site to make the community and district offices aware of the inequities that exist in present school design, site selection, and property replacement values.

Question 2 -- WHAT DO YOU CONSIDER TO BE THE THREE MOST URGENT PROBLEMS FACING THE BOARD OF EDUCATION AND WHAT ARE YOUR SUGGESTIONS FOR SOLUTION?

Muriel M. Alexander -- 1. Many students go through schools from year to year and end their careers without being able to read, to express thoughts in written form, or to become economically productive. I suggest that we re-examine the pre-primary and our primary classes to be certain the student receives the proper foundation. I would follow grade by grade until each grade began to produce measurable results in the students.

2. Grouping children for learning. I do not think that the present board has interpreted and carried out the true intent of recent legal decisions. I suggest that we re-examine the decision and finds ways to improve the learning group.

3. Overcrowding. I suggest that we investigate the use of non-traditional types of buildings for space. Churches, community centers, and trailers.

J. Warner Hagan, Jr. -- The problem of overcrowding can be met by using available space, such as store fronts, office buildings, portable classrooms, until more schools can be constructed.

Instruction can be up-graded by in-service training for teachers and modern useful instructional aids and equipment being made available.

Effective counseling, teaching skills and trades using modern, forward-looking equipment, improved job and college placement services, will decrease drop-outs.

Millard F. Neal -- Low reading skills.--Use of recent technological devices designed to improve reading, such as the Craig reader, etc. Working with the local television stations to encourage special speed reading courses, whereby proper reading techniques can be taught.

The modification of present schools and the establishment of new schools designed to encourage more community involvement. Schools will be equipped to provide clinical, daytime adult educational programs for housewives, disabled and elderly.

Providing more teachers in problem areas.

Chauncey S. Thomas -- Lack of emphasis on individual needs for special education. The school board's inability to negotiate with Congress for adequate and necessary funds for implementation of needed school programs. Inability of the school board to articulate, communicate, and initiate changes in the system as desired by the community. A. Set up a separate department for special education. B. A full-time lobbyist with citizen participation. C. Community participation in school policies and curriculum.

* * *

Question 3 -- HOW WOULD YOU IMPROVE THE QUALITY OF EDUCATION FOR STUDENTS IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS?

Muriel M. Alexander -- Quality education is the result of quality teaching, and cooperation of the home. Where the home fails to provide learning experiences, I would suggest that the schools assume the responsibility. For example, to learn to read, the child has to recall prior experience. If the home lacks the experiences -- then the school should provide them.

J. Warner Hagan, Jr. -- When each child is provided with a seat and each teacher with a classroom, when more teachers have a better understanding of urban youth and modern teaching techniques and equipment, when there is counseling even at the elementary school level, and when funds are available for needed projects, quality education will be a reality.

Millard F. Neal -- First by seeking out ways to create more interest in education. Second, by re-examining the needs, and third, by ensuring that the methods of teaching are such that the student can see the relevance of the subject. Further, by the use of modern technological devices, including programmed instruction.

Chauncey S. Thomas -- Smaller classes -- Teacher aides for every classroom. In-service training with remuneration. Using new techniques such as teaching machines, etc. Adequate classroom space and facilities for each teacher. A more intensified pre-school program. An expanded vocational training program.

Question 4a -- STATE YOUR POSITION ON THE ISSUE OF COMMUNITY CONTROL.

Muriel M. Alexander -- Community control could end with rich communities having the best school and poorer communities having the poorer school. There are certain interests to be assumed by the community; however, there should remain some central control to insure equal provisions for all schools.

J. Warner Hagan, Jr. -- Community control should not be left to the Board of Education. This being a project of the people, it behooves them to petition the Board when they have adequate organization and desire to assist in the control of their schools.

I am opposed to the citizens having the power to hire and fire school personnel.

Millard F. Neal -- I do not feel that the community should have full control over the hiring and firing of teachers or of the curriculum. I definitely feel that the community should be heard and involved in school affairs. Decisions, however, although reflecting the community feelings, should be the responsibility of school officials.

Chauncey S. Thomas -- There should be community participation and involvement in school policy and curriculum. Community control should be limited in the hiring and firing of teachers.

Question 4b -- STATE YOUR POSITION ON THE IMPLEMENTATION OF THE SKELLY-WRIGHT DECISION.

Muriel M. Alexander -- Equalization of races in a population 90% of one race is extremely difficult. Equalization of educational opportunity could be achieved through use of non-public schools in D.C. and cooperation with the suburban communities. Much more study should be given to this matter.

J. Warner Hagan, Jr. -- Many efforts have been made to implement this decision but adequate planning for the replacement of the track system has not been completed. The attempt to have students attend schools on a socio-economic grouping and to integrate teachers have failed in that all secondary schools are now overcrowded thereby decreasing the quality of education.

Millard F. Neal -- Some advances have been made. There remains quite a way to go. I feel that implementation of the J. Skelly Wright decision must be advanced to the fullest extent possible in the shortest possible time.

Chauncey S. Thomas -- I am in accord with the decision; because of inequities in the system, there is a need for a department of special education with specialized teachers to bring culturally, environmentally deprived children up to par. The decision should be implemented wherever feasible.

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Question 5 -- WHAT DO RESIDENTS IN YOUR WARD THINK ARE THE MOST URGENT EDUCATIONAL PROBLEMS IN THEIR SCHOOLS?

Muriel M. Alexander -- All meetings that I have attended have the following problems in common: 1. Overcrowdings. 2. Resent the taking of their homes (taxed property) for schools when vacant land is nearby. 3. Request more teachers, teacher-aids, counselors, and books and supplies on time. 4. Too many children are on the streets during the school day. 5. Restore respect.

J. Warner Hagan, Jr. -- Ward residents are concerned about transportation of students to schools outside of area; overcrowding which has occurred because of boundary changes; need for adequate and factual information in schools on Afro-Americans; homes being taken for school sites without previously having consulted community.

Millard F. Neal -- Community Control -- on which I am not sure yet what the popular feeling is. More classrooms and teachers, and the implementation of the J. Skelly Wright decision.

Chauncey S. Thomas -- Lack of quality education designed to meet the needs of the individual student. Drop-out rate because of the school's inability to cope with student's special problems. The absence of innovative techniques and equipment such as audio-visual aids, speech therapy, etc. The absence of adult education and use of school facilities after regular class hours.

LEAGUE VOTER INFORMATION SERVICE -- 232-2616

WARD 5

CANDIDATES

Richard S. Bright -- 226 Webster St., N.E., no reply received.

Arrington Dixon -- 1843 24th St., N.E., Associate Professor of Computer Science, Washington Technical Institute.

James Harris, Jr. -- 1606 K St., N.E., clerk at General Accounting Office.

Jesse Jackson, Jr. -- 3100 35th St., N.E., Research Chemist, U.S. Bureau of Mines.

Martha S. Putney -- 5408 First St., N.E., History Professor, Bowie State College.

Lee A. Satterfield -- 5145 7th St., N.E., Attorney, Chesapeake & Potomac Telephone Company.

Mrs. Mattie G. Taylor -- 2307 Woodridge St., N.E., Community Relations Coordinator, U.S. Employment Service.

John H. Thornton -- 1736 Allison St., N.E., no reply received.

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Question 1 -- WHAT SPECIAL QUALIFICATIONS DO YOU POSSESS WHICH WOULD CONTRIBUTE TO OR ENHANCE YOUR EFFECTIVENESS AS A SCHOOL BOARD MEMBER?

Arrington Dixon -- A. A young native Washingtonian: I feel I can readily relate and communicate with the community. Also, I believe that my youth would permit me to develop an immediate rapport with students in the school system.

B. Industrial exposure: In work as a Programmer-Analyst at C.E.I.R. and as Systems Marketing Representative at R.C.A. I have been exposed to the most recent instruction techniques. Such a background provided me with the opportunity to manage projects involving several hundred-million-dollar budgets. I have over the past few years developed relationships with persons in private industry that would give me the entree to encourage private industry to take a more active role in the improvement of our schools.

C. Teaching experience: In that I have worked in the public school system, as well as on the graduate school level, I feel I would be more abreast of some of the fundamental and substantive problems that presently plague our school system.

James Harris, Jr. -- My having been associated with the D.C. school system for the past ten years including the presidency of Charles Young Elementary School P-TA for at least three years. President of City View Heights Civic Association (in Near Northeast), and have worked with the Community for more than eight years. Trustee and Financial Secretary of Trinidad Baptist Church, 1611 Benning Road, N.E. Member and officer of the Area 5 Council, Northeast Area. Past Cub Scout Master, Pack 1217.

Jesse Jackson, Jr. -- As president of the Gateway Community Association, and Chairman of the Fort Lincoln Planning Council, I have become acquainted with most of the other public agencies in the District that relate to the School Board. I have learned much about the Bureaucracies with which the School Board will have to contend. Generally speaking, I feel my involvements in District affairs, and community activities have educated me to the point where I can effectively relate to the District government in general and to the people in particular. This together with my experience gained from my employment and travel along with my academic achievements makes me an excellent candidate for the School Board.

Martha S. Putney -- My educational background and years of experience in teaching would enable me to identify the problems in the field of education and to offer specific proposals for the solution of these problems. In addition I have had a deep interest in and concern for youth.

Lee A. Satterfield -- My special qualifications are as follows: I am a lawyer and as such I give particular attention to gathering all the facts before making a decision. I was a top staff member of the Kerner Commission, participating in the decision concerning the report. I learned to work with men who were considered experts in their field. Using their expertise to advance the Report of the Commission.

Mrs. Mattie G. Taylor --*Mother of two pre-school children and deeply concerned about school services. Graduate of West Virginia State College, graduate study at George Washington University. Fifteen years work experience in social services to the citizens of Washington. A professional community organizer who is dedicated to the principle of community participation in school affairs. A friend and advisor to young people who love and respect her. Has successfully fought to develop and make available employment, recreational and educational opportunities for the youths of this community and throughout the city of Washington.

* * *

Question 2 -- WHAT DO YOU CONSIDER TO BE THE THREE MOST URGENT PROBLEMS FACING THE BOARD OF EDUCATION AND WHAT ARE YOUR SUGGESTIONS FOR SOLUTION?

Arrington Dixon --*1. The effective distribution of funds, according to student needs. I would, also, work earnestly for the immediate incorporation of PPB, for without knowing how the money has been disbursed in the past, it is inconceivable to optimize cost effectiveness and proper resource allocation in the future.

2. Fully developing each student's abilities without resorting to the track system. To achieve this goal, I would work for the implementation of the student-oriented curriculum approach. This approach requires testing each student at the beginning of the academic year so that one will know each student's strengths and weaknesses. Then a broad curriculum can be developed which is adaptable to the needs of each student.

3. Decreasing the student drop-out rate. This, hopefully, can be achieved by developing a better image of the school system. I would approach all local mass media and attempt to persuade them in devoting free time, as a community service, to informing the public that our school system has produced such graduates as Elgin Baylor and Duke Ellington.

James Harris, Jr. -- I cannot quote a direct statement concerning the urgent problems of the Board of Education. However, since we have a new Superintendent, I think the job has been well instituted. If there is non-cooperation as a part of the School Board, I think all of this should be ironed out immediately.

Jesse Jackson, Jr. -- I think the three most urgent problems facing the School Board are: 1. Lack of adequate class room space. 2. Inefficient administration. 3. Poor reading skills. I think the Board of Education should act immediately to rent additional classroom space from any suitable available source in order to relieve the overcrowded conditions presently, and initiate an intensified building program as a permanent solution. I would like to see the administrative functions of the school system reorganized in such a way to minimize the number of persons in the chain of commend through which you must go in order to get actions. I believe the administration is top heavy which makes it cumbersome. I believe that the reducing the pupil to teacher ratio in our schools to 25 or less and placing greater emphasis on reading, writing and speech in the very early years of our children's stay in school, that this together with the most advanced materials and equipment for teaching, will greatly improve the reading skills of our children.

Martha S. Putney -- The three most urgent problems facing the Board of Education are:

a) improving the quality of education,
b) ensuring effective leadership at all levels,
c) adopting new or different administrative and personnel procedures and approaches.

Some suggestions for their solution are:

a) (See my answer to question number 3.)
b) Here four innovations are necessary, including
   I. Reform the promotion system;
   II. Establish internship program for training staff;
   III. Establish well-defined lines of communication, responsibility, authority and supervision;
   IV. Create an executive staff for the Board to evaluate programs and proposals.
c) This would require six steps:
   I. Modernize recruitment, certification and employment procedures;
   II. Permit more meaningful community involvement;
   III. Establish in-service training and educational leave with pay for teachers;
   IV. Institute pre-school programs;
   V. Involve everyone concerned in curriculum planning;
   VI. Support full-scale educational experimentation.

Lee A. Satterfield -- The three most urgent problems are:

1) Lack of fiscal autonomy. As a member of the Board, I would try to mobilize the community to support a request to the Mayor and the City Council to recommend fiscal autonomy for the Board of Education;

2) Development of overall policy by the Board and seeing that this policy is carried out. In the past the Board has been ineffective in making its wishes known. I would consult with the community and develop programs to meet the special needs of all our children.

3) We must have more community involvement in the school system. I would continue the involvement brought about by the School Board campaign. We must make all our citizens feel that they are a part of the system.

Mrs. Mattie G. Taylor -- 1. Freedom from Congressional controls over school budget and programs. We can guarantee a base operation budget for education by earmarking a portion of existing taxes for the schools.

2. Development of a pre-kindergarten educational program for children ages three and four who can and are learning. The importance of early education is recognized and agreed on by most educators, parents, and others in the community. This is the first step in reducing the drop out rate, raising achievement levels, and fostering in the child an attitude of accepting schooling as a necessary part of his daily activities.

3. Educational resources and services must be more equally and fairly distributed to insure for all children the opportunity to learn. The present policy of scattering and fragmenting various programs to various schools must be stopped.

Question 3. HOW WOULD YOU IMPROVE THE QUALITY OF EDUCATION FOR STUDENTS IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS?

Arrington Dixon --*I would focus my attention on improving both the college preparatory and vocational training curriculums. For either, it is, first necessary to place greater attention on the fundamentals of learning, precisely reading, writing, and arithmetic. In the area of college preparatory courses, it is necessary that the curriculums are patterned as closely as possible to the requirements of the college entrance examinations, as well as including those courses necessary for admittance by the majority of universities and colleges. In the area of vocational training, I believe we need to develop programs which provide our students with marketable skills and knowledge. This naturally requires bringing in modern equipment so that we will produce graduates exposed to the facilities presently employed in the job market.

James Harris, Jr. -- I would try to improve the quality of education for students in D.C. Public Schools by providing the schools with the necessary equipment and facilities. Improve vocational program. Reduce the classes to no more than 20 or 22 students, and see that these phases of education are keenly implemented.

Jesse Jackson, Jr. -- I would organize the system in such a way that it provided educational experiences for life long education, relevant to the roles that each student will have to play in his lifetime as an individual, as a family member, in society, and in his occupation. I would make the education system serve the community by making educational facilities available for community use at all times. I would train all student influencers in recognition of the fact that a wide variety of individuals and institutions influence the education of students, and that it is the responsibility of the education system to train these influencers. I would engage in continuous staff development. I would organize the system in such a way that it is continuously evaluated and up-dated.

Martha S. Putney -- A first step must be the institution of a crash program in reading. A second step would be making the curriculum more relevant to the needs of the students. Next, teachers should be given assignments which are consistent with their training and experience. Also antiquated equipment must be replaced with modern facilities. Finally, working relationships should be established with outside professional agencies for mutual growth.

Lee A. Satterfield -- I would approve the quality of education in the District by making sure that each dollar spent goes toward providing for the needs of our children. Today there is no way of knowing how the money is being spent. We must also have feedback from the experimental programs. In this way we can determine whether such programs are worth keeping.

Mrs. Mattie G. Taylor -- Quality education must be achieved through more vigorous academic programs that activate the higher learning process inherent in all normal students. We must offer a wider range of subjects, services and opportunities that are relevant to today's economic and social needs. We must prepare our youths to function effectively and successfully as they take over responsibility for their own personal and business affairs.

Question 4a. STATE YOUR POSITION ON THE ISSUE OF COMMUNITY CONTROL

Arrington Dixon --* I am in favor of phased decentralization, but I am not, at this time, in favor of community control of schools. To attempt to completely revise the administration of our school system by attempting to develop community controlled schools would be a stupendous task. While working towards this prodigious goal, the critical problems of low reading scores and high drop-out rates would be forsaken. Finally, in that the District schools must approach Congress for funds, this would multiply the funding problem eight times!

James Harris, Jr. -- I do not wish to see a full Community Control School System. I only wish to see that the Community will have a voice in school sites, program planning, and any other constructive community program that will be of benefit. I do not stand firmly on the issues of the Community having the authority of employing or terminating a member of the School System. All this should be instituted by the Board of Education.

Jesse Jackson, Jr. -- I do not view the matter of community control as a pressing issue. I view it as a concept which is in its infant stage, and one which should be given very careful consideration, not only by the Board of Education, but by the district residents as well. Because it has not been given the kind of scrutiny which I think is paramount, either by the Board of Education, the Community, or myself, I do not advocate community control. However, I will support administrative decentralization and establishing of school districts.

Martha S. Putney -- I fully support the recommendations of the Passow Report on community control.

Lee A. Satterfield -- I am in favor of the concept of community control, provided the community is interested in community control. It should not be forced upon the community. If it is determined that the community wants control, then guidelines must be written to protect the interest of all those involved, including teachers, parents, students and administrators.

Mrs. Mattie G. Taylor -- Meaningful community participation in educational affairs begins with the election of a School Board. Citizens must move on to gain an influential voice in the operation of our schools, the budgeting of programs, the location of new school construction, policy and personnel matters.

* * *

Question 4b. STATE YOUR POSITION ON THE IMPLEMENTATION OF THE SKELLY WRIGHT DECISION.

Arrington Dixon -- I believe that the thrust of the Skelly Wright decision can be implemented by developing as much of a socio-economic mix within a school as its location will permit. I do not think it necessary to bus students from Anacostia to schools west of the Park. Such an approach creates undue hardship for all concerned and serves no meaningful purpose. Thus, I propose that an effort be made to insure a proper socio-economic mix in every school, without completely forsaking the neighborhood school concept.

James Harris, Jr. -- Concerning the Skelly Wright decision, I think as the Law of the Land, these issues should be carried out to their fullness.

Jesse Jackson, Jr. -- I think that the Skelly-Wright decision should be implemented immediately. However, I don't think that the administration clearly understands the Skelly-Wright decision particularly with reference to the school boundaries and ability grouping of students.

Martha S. Putney -- I fully support programs and actions designed to implement the Skelly-Wright decision.

Lee A Satterfield -- The Skelly-Wright decision cannot be completely implemented until the appeal has been determined. I am in favor of eliminating all traces of the discriminatory practices of providing less money for some schools in the District. For the most part, the Skelly-Wright decision should be implemented as soon as possible, but with proper planning.

Mrs. Mattie G. Taylor -- No answer

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Question 5 WHAT DO RESIDENTS IN YOUR WARD THINK ARE THE MOST URGENT EDUCATIONAL PROBLEMS IN THEIR SCHOOLS?

Arrington Dixon --1 The failure of the school system to teach the children the fundamentals of learning--reading, writing and arithmetic

2. The lack of a centrally located high school. 3. The vandalism that makes it dangerous for students to go to and from schools.

James Harris, Jr. -- Better schools and facilities within the Community. The overcrowding of classrooms and the transferring of students long distances for the schools within the community. Non-supervision of after-school activities in the Community.

Jesse Jackson, Jr. Lack of adequate classroom space, absence of pre-school, lack of teacher aids, poor or inadequate library facilities, absence of or inadequate lunch room facilities, lack of adequate recreational facilities and equipment, and lack of adequate instructional materials and equipment.

Martha S. Putney -- Residents in my Ward have indicated keen interest in quality education, the school boundary issue, and the condition of buildings, facilities and equipment.

Lee A. Satterfield -- The residents of my Ward see discipline in the school as the major problem, along with the lack of fiscal autonomy. We must devise a way to bring back pride and discipline to the school system.

Mrs. Mattie G. Taylor -- No answer

Ward 5 Precincts

65 La Salle School
Riggs Rd. & Madison St., NE
66 Backus Jr High School
South Dakota Ave. & Hamilton St., NE
67 Bunker Hill School
14th St. & Michigan Ave., NE
68 Monastery Pilgrimage Hall
Quincy & 14th Sts., NE
69 Taft Jr. High School
18th & Perry Sts., NE
70 Burroughs School
18th & Monroe Sts., NE
71 Woodridge School
Carlton & Central Aves., NE
72 Langdon School
20th & Franklin Sts., NE
73 Slowe School
14th & Jackson Sts., NE
74 Noyes School
10th & Franklin Sts., NE
75 McKinley High School
2nd & T Sts., NE
76 Crummell School
Gallaudet & Kendall Sts., NE
77 Wheatley School
Montello Ave. & Neal St., NE
78 Ruth K. Webb School
Mt. Olivet Rd. & Holbrook Place, NE
79 Browne Jr High School
24th St. & Benning Rd., NE
44 Archbishop Carroll High School
4300 Harewood Rd., NE

WARD 6

Mrs. LeNita S. Proctor -- 707 D St., N.E., data control and information clerk.

Mrs. Martha Swaim -- 649 Maryland Ave., N.E., former teacher.

William H. Vines -- 717 10th St., S.E., Management, National Library of Medicine.

Mrs. Nadine Winter -- 513 8th St., N.E., Executive Director of Hospitality House.

Question 1 -- WHAT SPECIAL QUALIFICATIONS DO YOU POSSESS WHICH WOULD CONTRIBUTE TO OR ENHANCE YOUR EFFECTIVENESS AS A SCHOOL BOARD MEMBER?

Mrs. LeNita B. Proctor -- I am the mother of 7 children that are in the D.C. public schools and I have learned by first hand what the failings of the D.C. School System are.

Mrs. Martha Swaim -- 1. Study of D. C. Schools at Howard over last 2 years.

2. Volunteer experience writing budget testimony on schools for Circle on the Hill. As a result of work in these two areas I am familiar with all of the schools in the area, with the powers of the Board, and with the grievances of parents in our ward about our schools.

William H. Vines -- Having a daughter progress through the Public Schools of Washington, D.C. and a son now attempting to do the same plus having a granddaughter beginning the Pre-School Program, I feel that this puts me in a position to be rather critical in some areas and constructive in others. Twenty years of association with school and community problems has given me an opportunity to evaluate the progress or retrogression of the system which I seek to serve.

Mrs. Nadine Winter -- My special interest is to bring about Community Involvement which I believe will lead to better schools. Low income areas need to think about education for the parents as well as the children. My special qualification is my ability to communicate with the rich and the poor and I understand the problems.

Question 2 -- WHAT DO YOU CONSIDER TO BE THE THREE MOST URGENT PROBLEMS FACING THE BOARD OF EDUCATION AND WHAT ARE YOUR SUGGESTIONS FOR SOLUTION?

Mrs. LeNita B. Proctor -- 1. Untrained teachers - I would favor the improvement of teaching abilities through clinics and In-service courses on a year-round basis. I would also favor having teachers acquire this training in areas which motivate the teachers to know that there is no such thing as a lost child in our slum areas.

2. A school system that will provide a curriculum of individualized instruction for each student.

3. That the sufficient funds for the necessary materials to get the job done are provided.

Mrs. Martha Swaim -- A. Parent control over schools:

1. grievance procedure providing a hearing before a third party for disputes within the school.
2. Parent-teacher conferences once a marking period other than PTA nights.
3. Open house once a month when I will listen to parents, students, and staff.
4. Schools open before and after school for day care and evenings for many purposes - community schools.
5. Community School Board - Ward 6.
6. Public hearings on site selection for Lovejoy, Peabody-Edmonds, and Phelps Vocational expansion.

B. Staff training. In-service training for all interested teachers teachers using summer institutes and release time during the year as is done by the INNOVATION TEAMS in the MODEL SCHOOLS Division.

C. Curriculum changes to make what is taught more closely related to child's life.

1. Teach black culture and history, and that of other ethnic groups.
2. Provide extra supply allotment for individual teachers so that they can get special supplies for children with individual problems.

William H. Vines -- A. More and better school facilities which are planned with vision and for future use with full citizen participation.

B. New innovative ideas in the present curriculum which are flexible enough to meet the needs of children.

C. Pre-School Education so that the children will not have a chance to form lasting habits that have to be changed.

D. Recruiting and hiring teachers who will be able to become permanent employees and will have the dedication which the profession demands.

Mrs. Nadine Winter -- 1. I believe the teaching must be left to the teachers.

2. The administration must direct and be administrative.

3. The Board must function as a Board.

The most urgent problem appears to be caused by the lack of knowledge on each level. The Board must support the staff members who are functioning, urge the dismissal of those who can't perform, and see that all persons get the tools and supplies to get the job done.

Question 3 --HOW WOULD YOU IMPROVE THE QUALITY OF EDUCATION FOR STUDENTS IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS?

Mrs. LeNita B. Proctor -- I would press for adequate school buildings, instructional programs to meet the needs of each student, additional teachers who are trained and who will continue training and for sufficient funds that are allocated according to need to assure equal educational excellence for all children.

Mrs. Martha Swaim -- 1. Expand In-Service training for all teachers interested, run as in the MODEL SCHOOLS, beginning with summer institutes and then extending into the school year, supporting participating teachers with supplies and TEAM support.

2. Carefully study the Budget, both operating and new requests, using support from Board staff and inspection teams, to assure that what we spend is spent where it should be and that we request increases where most needed.

3. Increase supply allotments, put distribution on a credit card system to cut down time lag.

4. Set up personnel policies to promote staff who experiment and are willing to learn; to insist that all administrative personnel SERVE the teachers in the class room.

William H. Vines -- I shall work for two main objectives: 1. Cooperation with the Congress, 2. Establishment of a Watch-Dog Agency to work directly for the Board. The Executive Study Group, which has released its final report, needs to be replaced by the Watch-Dog Agency. I think that CAREL (the Central Atlantic Regional Education Laboratory) might be a reasonable candidate for the Watch-Dog contract. The Watch-Dog Agency should prepare material and conduct studies at the Board's behest on the effectiveness of various programs initiated with various segments of the student population.

I think the Board of Education should also be listened to when recreation, welfare, housing and other decisions are being made.

Mrs. Nadine Winter -- My position as a School Board member would be to approve and support programs designed to improve the quality of education for students, and to see that money and tools are available to do the job.

Question 4a -- STATE YOUR POSITION ON THE ISSUE OF COMMUNITY CONTROL.

Mrs. LeNita S. Proctor -- I believe that a community should be given a choice of community control of schools provided that its residents have agreed to such a move and have expressed its willingness through earlier participation in an advisory board that has worked toward this goal.

Mrs. Martha Swaim -- I support community control. The first step is a Board that exercises all of its powers. Second step - making schools open to parents by evening parent/teacher conferences, visiting times during the school day, a grievance procedure for parents, students and teachers, a Ward Advisory Council, and open house once a month when I can hear people. Third - a community school proposal on Ward 6.

William H. Vines -- I believe in decentralization; however, each area should evaluate exactly what the needs of the community are and present them to the Board. At the same time have responsible people ready to step into the breach and do the necessary job towards implementing this decision.

Mrs. Nadine Winter -- My platform is community involvement at all levels.

Question 4b -- STATE YOUR POSITION ON THE IMPLEMENTATION OF THE SKELLY-WRIGHT DECISION.

Mrs. LeNita B. Proctor -- I agreed with the Wright decision which ordered the School Board to make major changes in its methods of grouping students, to integrate faculties and to bus students from crowded schools to schools with empty seats. I feel that the new school board must implement this decision.

Mrs. Martha Swaim -- I understand the decision to disapprove any grouping, curriculum or school construction that perpetuates segregation by race or economic background. I believe it can be implemented by a sound early testing program for all children, flexible grouping across age levels and ability levels for some parts of each day, by providing each teacher with supplies so that individual children can work at their own speed, by construction and use of education centers for groups of elementary schools or upper schools, that serve children from different geographic areas.

William H. Vines -- The Skelly-Wright decision is one we will have to work towards implementing at the same time constructively review the accomplishments emanating from this decree.

Mrs. Nadine Winter -- No reply.

Question 5 -- WHAT DO RESIDENTS IN YOUR WARD THINK ARE THE MOST URGENT EDUCATIONAL PROBLEMS IN THEIR SCHOOLS?

Mrs. LeNita B. Proctor -- Low reading scores.

Mrs. Martha Swaim -- 1. Quality of teachers and their accessibility. Parents are very upset about teachers' inability to handle individual variations among children. The common pattern is teaching all in a certain mold.

2. Discipline and vandalism at the junior high level.

3. Inadequate supplies.

4. Vocational education should be expanded and related to the job market.

William H. Vines -- Low reading score; math problems; books and other necessary supplies; better teachers.

Mrs. Nadine Winter -- No survey has been taken. Time is over for a few to speak for the majority. If elected I will do everything in my power to represent the wishes of the majority from Ward 6.

Ward 6 Precincts

80 Gibbs School
18th & E Sts., NE
81 Kingsman School
14th & F Sts., NE
82 Goding School
10th & F Sts., NE
83 J. O. Wilson School
6th & K Sts., NE
84 Stuart Jr. High School
4th & E Sts., NE
85 Lovejoy School
12th & D Sts., NE
86 Eliot Jr. High School
18th St. & Constitution Ave., NE
87 Payne School
15th & C Sts., SE
88 Bryan School
Independence Ave. bet. 13th & 14th Sts., SE
89 Hine Jr. High School
7th & C Sts., SE
90 Tyler School
10th & G Sts., SE
91 Watkins School
12th & E Sts., SE

Ward 7 Precincts

92 Kenilworth School
44th bet. Nash & Ord Sts.,
93 Houston School
50th Place & Lee St., NE
94 Merritt School
50th Place & Hayes St., NE
95 Drew School
56th & Eads Sts., NE
96 Evans Jr. High School
5600 East Capitol St., NE
97 Miller Jr. High School
49th & Brooks Sts., NE
98 Smothers School
44th & Brooks Sts., NE
99 Woodson Jr. High School
Minnesota Ave. & Foote St., NE
100 Thomas School
Anacostia Ave. & Grant St., NE
101 River Terrace School
34th & Dix Sts., NE
102 Benning Library
Benning Rd. near Minn NE
103 Plummer School
Texas Ave. & C St., SE
104 Nalle School
50th & C Sts., SE
105 Harris School
53rd & C Sts., SE
106 Davis School
44th Place & H St., SE
107 Sousa Jr. High School
37th St. & Ely Place, SE
108 Pennsylvania Avenue Baptist Church
Pennsylvania Ave. & 30th St., SE
109 Ryland Methodist Church
Branch Ave. & S St., SE
110 Beers School
Alabama Ave. & 36th Place SE
111 St Francis Xavier Catholic School
2700 O St., SE
113 Stanton School
Alabama Ave. & Naylor Rd., SE

WARD 7

CANDIDATES

Samuel L. Banks -- 3735 Jay St., N.E., Instructor in Social Studies, Baltimore City College.

John W. Burns -- 56[illegible] Eads St., N.E., Community Services Specialist for the National Capitol Housing Authority.

James E. Curtis -- 119 36th St., N.E., no reply received.

Eugene Q. Gordon -- 1920 Naylor Rd., S.E., Mathematician with Operations Research, Inc.

Edward L. Hancock -- 54 54th St., S.E., Model Maker for the Naval Ordnance Laboratory.

John W. Holmes, Sr. -- 73[illegible] Southern Ave., N.E., no reply received.

Melvin Moore, Jr. -- [illegible]28 Monroe St., N.E., no reply received.

Roy L. Ross -- 1651 38th St., S.E., Regional Program Analyst with the Office of Economic Opportunity.

William Simmons -- 4321 Barker St., S.E., no reply received.

Question 1 -- WHAT SPECIAL QUALIFICATIONS DO YOU POSSESS WHICH WOULD CONTRIBUTE TO OR ENHANCE YOUR EFFECTIVENESS AS A SCHOOL BOARD MEMBER?

Samuel L. Banks -- Three years as the president of the Mayfair-Parkside Civic Association and service as the Education Chairman of the Far Northeast Council of Civic Associations have provided me a rich opportunity to know, understand, and to appreciate the educational needs and interests of the people of Ward Seven. Moreover, I have a first-hand pragmatic and professional understanding of the methods and procedures needed to effectuate meaningful educational change.

John W. Burns -- I've worked in the following positions: recreation director (4 years); youth counselor (4 years); teacher. I've been active in the community since graduating from high school. Besides being familiar with the community, I am familiar with the educational inadequacies of D.C. schools and feel that I can work effectively with a group to eliminate these inadequacies. With my ability to work with students, parents, other board members, D.C. City Council, and Congress, I can turn the D.C. educational system around.

Eugene Q. Gordon -- As a graduate teaching assistant at the University of Maryland, I taught freshman mathematics and, through first hand observation, became well acquainted with the deficiencies in the high school education process. Through my association with various technical firms, I have gained a deep understanding of the importance of thorough and careful analysis of problems. My contribution to the field of operations research exhibited my sense of organization and my adeptness at solving difficult technical and procedural problems.

Edward L. Hancock -- As a school board member who has an extensive knowledge of the community he serves, the abiding faith and support of all segments of the total community (school administrators, teachers, parents of all backgrounds, children, professionals) this alone is a most special qualification. I am a specialist in work study programs (apprenticeship and on the job training procedures). My 27 years of actual industrial experience would add an expert knowledge of the vocational program and equipment evaluation. As a member of P.T.A. oriented groups for 15 years, at the working level, I am able to evaluate program's effectiveness.

Roy L. Ross -- *As Chairman of the Community Council for a Model Urban School System studied the Passow report for 10 months and made recommendations on means of implementing the report; lobbied on the hill to bring the D.C. School Board election bill out of moth balls to be passed in time to coincide with the November national elections; was instrumental in the removal of the 5% limit on the hiring of Teacher Aides; also the removal of the 60 credit hour requirement of Teacher Aides. Chairman of the committee that selected the site for the $10 million school demonstration project.

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Question 2 -- WHAT DO YOU CONSIDER TO BE THE THREE MOST URGENT PROBLEMS FACING THE BOARD OF EDUCATION AND WHAT ARE YOUR SUGGESTIONS FOR SOLUTION:

Samuel L. Banks -- The most significant and compelling concerns are as follows:

1. Tragic failure of most of our students to read effectively--this educational recidivism must be ended promptly.
2. Lack of school plants to house our children, particularly in Ward Seven.
3. Development of a viable and purposeful decentralized school program.

John W. Burns -- For students: The highest possible relevant and quality education to equip them with marketable skills, which will enable them to enter the work world with a degree of proficiency that will ensure their success or to provide them with a second educational base on which to build during their pursuit of higher education.

For teachers: Time to teach and opportunities for continued acquisition of skills at the expense of the Board of Education.

For the community: A climate and an opportunity for meaningful participation in setting school programs and priorities. Being a bit more specific, I think the reading levels of students should be upgraded. This is number one priority because reading is basic to all knowledge. Last term, out of 176 schools in the District only six showed significant improvement in national reading tests.

Eugene Q. Gordon -- *D.C.'s most urgent problem in education is that policies and budgets are separated. The Board of Education is the only body in the Budget Review process which is directly elected by the citizens of D.C. Naturally you would expect an elected Board of Education to be the most responsive body in the budget review process. Therefore, I proposed that the Board of Education wage an aggressive campaign to present and defend its Budget Estimates directly to the Congressional Appropriations Committees. This is the interim budgeting process which I believe will produce budget actions which are integrated with Board of Education policy objectives. I realize that the long run solution is Home Rule.

Members of the Board of Education must be able to deliberate and reach a decision without bickering and the needless personality clashes which cause divisiveness. There must be unity of purpose at the top! The Board must devise clear, constructive and decisive action to regain the confidence of the community.

We must not continue to have a "reacting school system" rather than an initiating one insofar as innovation, long-range planning and program development are concerned. We must use the latest techniques in demographic analysis as a basis for intelligent long-range planning.

Edward L. Hancock -- Quality education, classroom and material shortages, discipline in the classrooms, are the most pressing questions facing the newly elected Board. I would base my solutions on an honest concern for depressing conditions in lieu of percentages, area of location, or community power. For instance poor readers should be identified by case number in the records and dealt with on a city-wide basis, not only as a personal gain in the model school division but on a system-wide integrated basis. The same approach applies to the other two proposals. I believe in one system, A Progressive Public School System for the District of Columbia.

Roy L. Ross* -- 1. Build new school facilities.

2. Recruit and hire more teachers.

3. Train teachers.

Question 3 -- HOW WOULD YOU IMPROVE THE QUALITY OF EDUCATION FOR STUDENTS IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS?

Samuel L. Banks -- The test of a school system does not rest in school plants, though we must have more of them, but in the excellence of the instructional staff. My efforts would be essentially directed toward an energetic and innovative teacher recruitment effort that would secure for our children knowledgeable, sensitive, and imaginative teachers.

John W. Burns -- Besides upgrading reading levels, I would insist that there be constant evaluation of existing programs and adequate teaching space and materials. Also, I would insist that the Board of Examiners adhere to the highest professional standards for certifying and evaluating teachers and administrators. Of course, community participation will be provided for.

Eugene Q. Gordon -- *Greater emphasis on pre-school programs.

There is an impressive body of evidence which supports the importance of pre-kindergarten program, especially for the disadvantaged child.

--Reduced class sizes in crowded schools. There must be a massive construction program to relieve overcrowding and to relieve the need for busing. Pupil discipline can also be improved through the reduction of class size.

--Improvement of reading skills.

--Decentralized, community controlled schools (see 4a).

--In-service training for teachers. I favor staff development centers in the schools for more in-service training for teachers to equip them to serve inner city schools. The in-service training must be a continuing education.

--More individualized instruction which allows a student to move at his own pace.

--Relevant and interesting student oriented curricula to reduce the dropout rate and to alleviate the discipline problem.

--Community participation in site selection and design of new schools.

Edward L. Hancock -- By sweeping re-evaluation of the programs offered with an aim towards eliminating the non-productive; fighting for the right to set priorities; being wedded to or returning to the general fund monies we may refuse to spend on the failures could be eliminated and a flexibility of operation would be the desirable result.

Roy L. Ross -- *My highest priority and goal is quality education for each individual child in the District of Columbia. I will endeavor to attract and hold high quality and experienced teachers in our Public School system. Teachers should be relieved of the "police" duties in the classroom. They must be paid for attending training classes outside their normal school duties; however, this training is necessary and should be provided.

* * *

Question 4a -- STATE YOUR POSITION ON THE ISSUE OF COMMUNITY CONTROL.

Samuel L. Banks -- I support fully the concept of the optimum involvement of the community in the public schools. I do not, however, support the exclusive right of a community of lay people to hire and fire teachers. There must be, to be sure, a meaningful and productive partnership between the school and the community.

John W. Burns -- The schools belong to the people. Unless the community has a structured way to have their voices heard, education will never be of the quality and relevancy it should be. Parents, the community, the administration, along with teacher representatives can work together to form policies and programs.

Eugene Q. Gordon -- *I support community control of schools when the demand for this type of community involvement originates from local groups. There must be clear lines of authority established, and specific plans must be formulated in advance to deal with practical application of community controlled schools. For example, there should be subcontracts between the teachers' bargaining agent and the neighborhood boards to prevent city-wide strikes over local matters. The financial authority of the school system should remain centralized. Community control of schools should never be imposed from above by the central administration.

Edward L. Hancock -- I believe in community control unalterably and the elected school board is the opening shot in this direction. However, I must insist on the matter emanating from the demands of the real community and by referendum, engaged in by all people concerned instead of an alien group bent on the power angle that control implies and for the sake of control only. There should be a well planned program submitted for study and approval and training of the entire community before a phased implementation is effected.

Roy L. Ross -- *I favor creating elected community school boards which would have the power to hire and fire personnel, allocate funds, and determine curriculum. The shocking and absurd practice by the Board of Education of manipulating people's lives behind closed doors should be ceased and centralized control must be turned over to responsible local citizens.

* * *

Question 4b -- STATE YOUR POSITION ON THE IMPLEMENTATION OF THE SKELLY WRIGHT DECISION.

Samuel L. Banks -- The Skelly Wright decision, as it pertains to our schools, is the law. I fully support the decision in terms of terminating socio-economic class differences. I believe that each quadrant of the city must chart its own way with dispatch and certainty.

John W. Burns -- Little has been done to implement the decision. It is clear that a special committee must be appointed by the Board to deal with the law. And this committee must see that the Skelly Wright decision is completely implemented.

Eugene Q. Gordon -- *When the geographic borders of a school district create lack of balance as to population or financial resources we should be receptive to and initiate changes which will improve education in areas beyond the scope of our existing school districts. The members of the elected Board of Education should take a fresh look at the boundary changes to make sure that they not only result in a socio-economic mix of the student population but that important changes and innovations are simultaneously made which enhance the quality of education in all areas.

Edward L. Hancock -- If equal educational opportunities were made available to all D.C. Public School Children, even in predominately Negro or all Negro schools, then compliance with the Decree would be in force. This present Board has vacillated in this particular area and offered excuses in lieu of action on a massive scale. I would use this decree as an uncomplicated blueprint of operation, before attempting to plow through the Passow Report.

Roy L. Ross -- *The busing of children would not be necessary if the schools in the area were qualified. A child should be taught in his own neighborhood so that he could become a part of the community, especially in his formative years.

* * *

Question 5 -- WHAT DO RESIDENTS IN YOUR WARD THINK ARE THE MOST URGENT EDUCATIONAL PROBLEMS IN THEIR SCHOOLS?

Samuel L. Banks -- 1. Abysmally low reading scores.

2. Acute shortage of school plants to accommodate a burgeoning school population.

3. High dropout rate at secondary level.

4. Breakdown of discipline in too many schools.

John W. Burns -- The same things I'm pushing for and that I've mentioned previously.

Eugene Q. Gordon -- The residents of Ward 7 think that the most urgent problems in their schools are inadequate and overcrowded facilities, pupil discipline, the by-products of school boundary changes (such as busing and improper assignments of students in traveling sections) and insufficient supplies, equipment and textbooks.

Edward L. Hancock -- The inequalities that exist in many of the schools in the Ward 7 area, particularly at the secondary level. This includes books particularly, and their quality; materials and equipment, their age and quality; disciplinary problems in buildings and surrounding areas which parents with children who were affected by the boundary changes have found to differ dramatically from areas West of the Park. The instructional level and teacher competence.

Roy L. Ross -- No answer.

WARD 8

CANDIDATES

Percy M. Battle -- 1129 Chicago St. S.E., no reply received.

James Elliot Coates -- 1210 Howard Road S.E., Pastor of Bethlehem Baptist Church.

Allwyn F. Crichlow -- 2312 Good Hope Road S.E., no reply received.

Welborn D. Daggett -- 116 Elmira St. S.W., no reply received.

Benjamin F. Davis -- 1156 Eaton Road S.E., no reply received.

Calvin W. Rolark -- 524 Foxhall Place S.E., no reply received

Edward E. Saunders -- 58 Brandywine St. S.W., Management Analyst at the Department of Health, Education and Welfare.

* * *

Question 1 -- WHAT SPECIAL QUALIFICATIONS DO YOU POSSESS WHICH WOULD CONTRIBUTE TO OR ENHANCE YOUR EFFECTIVENESS AS A SCHOOL BOARD MEMBER?

James Elliott Coates -- As an administrator of anti-poverty programs, I acquired experience in involving low-income persons as partners in decision-making procedures. As a holder of membership on several boards of directors, I acquired experience in developing policy for the guidance of administrative staff. As a PTA president and chairman of Anacostia Community School Project, I have exercised a leadership role in designing and promoting approaches which by their results demonstrated an ability to solve educational problems.

Edward E. Saunders -- As a management analyst in HEW, I am well-schooled in management techniques and systems design. I have demonstrated leadership abilities in the community and academic awareness for problem-solving. Employment experience in dealing with Federal, State and County organizations contribute to a sensitivity to the problems in our schools. Most important, I have two children attending public schools, and have challenged the administrators on school policies.

* * *

Question 2 -- WHAT DO YOU CONSIDER TO BE THE THREE MOST URGENT PROBLEMS FACING THE BOARD OF EDUCATION AND WHAT ARE YOUR SUGGESTIONS FOR SOLUTION?

James Elliott Coates -- Among the more urgent problems facing the Board of Education is the problem of staff development. The quality of teacher training and the length of experience are important variables for student achievement. Hobson v. Hansen developed evidence that the least trained and experienced teachers tend to be assigned to the low-income areas. To meet this need, inservice and other training should be provided on a comprehensive basis.

Secondly, authority for the operation of the school system is too widely distributed among several departments of government. I regard fiscal autonomy as a necessary element for Board of Education independence. The Board should either be given power to levy taxes and issue bonds or receive according to flexible formula [illegible] appropriations not subject to approval by the Congress, Mayor-Commissioner and D.C. Council as to spending priorities.

Overcrowding renders teachers ineffective. Satellite classroom space should be developed wherever facilities are found suitable [illegible]. Demountables can be erected where sufficient playground space allows their use. But these are only palliatives. Since we are told by governmental functionaries that public housing must be concentrated in the Southeast area because land values are relatively lower, we must make it clear to these officials that these same low land values make a more realistic land acquisition for school purposes feasible.

Edward E. Saunders -- Problems: 1) Inadequate academic curriculum for most students. 2) Poor coordination between D.C. Government, Office of Education, School Board, Zoning Commission, Recreation Department and other Federal and community organizations. 3) A series of inadequacies, i.e. overcrowding, equipment, facilities, and no systematic comprehensive plan to solve any of the school problems.

Solutions: 1) A conference is held of school principals and counselors to implement the recommendations of the Passow Report re academic curriculums; 2) Mentioned offices are forced to develop an inter-face to maximize services to our children. Demand that these offices follow or adhere to the provisions of P.L. [illegible] and P.L. [illegible]. Obviously these offices do not coordinate and don't have a "foggy" concept of what the other is doing. That an audit is made to determine the poor management practices in the D.C. Government. 3) That services are bussed to our children rather than our children are bussed to these services. This would alleviate overcrowding and inadequate facilities.

* * *

Question 3.-- HOW WOULD YOU IMPROVE THE QUALITY OF EDUCATION FOR STUDENTS IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS?

James Elliott Coates -- See answer 2.

Edward E. Saunders -- See solutions under answer 2.

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Question 4a -- STATE YOUR POSITION ON THE ISSUE OF COMMUNITY CONTROL.

James Elliott Coates -- I support community control. Though achievement is desirable, there is another consideration which makes community control important: it makes the educational agencies responsible to the people served and assures that educational programs will be shaped by their felt needs, interests, etc.

Local boards of parents should not be expected to produce miracles in remedying long-standing educational ills. Their middle-class counterparts on the central boards of education have to date been unable to right the wrongs they created. These local boards should be provided the professional and technical staff they need as they independently explore alternatives and make decisions regarding their children.

Teachers' rights as presently under contract with the central board will be protected in contractual agreements between the local boards and the Teacher's Union.

Edward E. Saunders -- I firmly oppose community control of schools if the concept means (1) student evaluation of teacher personnel or (2) if the community has the authority to hire or fire school personnel. I endorse community control if the aim is to improve the conditions of life in the community by adhering to the provisions of P.L. 534, which provided for the School Board to "authorize the Recreation Board to use school buildings and grounds for the purpose of establishing social centers, centers of recreation, community playgrounds, and other purposes." As it is, most of our children have suffered by the fragmented services rendered.

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Question 4b -- STATE YOUR POSITION ON THE IMPLEMENTATION OF THE SKELLY-WRIGHT DECISION.

James Elliott Coates -- No answer.

Edward E. Saunders -- As a strong opponent of the Track System since its inception, I firmly support the Skelly-Wright decision and the legal opinions expressed. I firmly believe the Track System was designed to perpetuate de facto segregation.

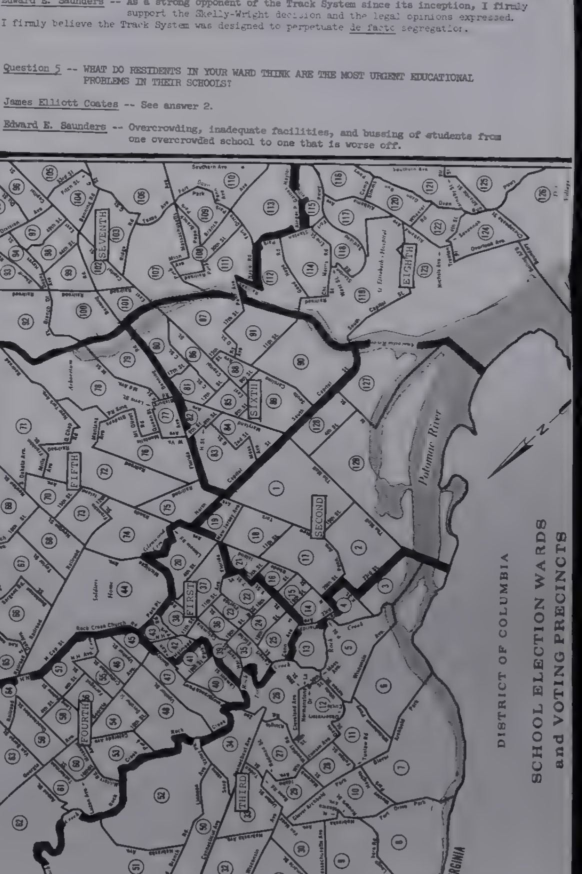
Question 5 -- WHAT DO RESIDENTS IN YOUR WARD THINK ARE THE MOST URGENT EDUCATIONAL PROBLEMS IN THEIR SCHOOLS?

James Elliott Coates -- See answer 2.

Edward E. Saunders -- Overcrowding, inadequate facilities, and bussing of students from one overcrowded school to one that is worse off.

Ward 8 Precincts

112 Anacostia Library
Good Hope Rd. & 18th St., SE
125 Hendley School
6th & Chesapeake Sts., SE
126 Patterson School
South Capitol & Elmira Sts., SW
114 Ketcham School
15th & U Sts., SE
115 Garfield School
Alabama Ave. & 25th St., SE
116 Parklands Nursery School
2118 Shipley Terrace, SE
117 Turner School
Alabama Ave. & Stanton Rd., SE
118 Douglass Jr. High School
Douglas & Stanton Rds., SE
119 Birney School
Nichols Ave. & Sumner Rd., SE
120 McGogney School
Wheeler Rd. & Mississippi Ave., SE
121 Draper School
Wahler Place bet. Wheeler Rd. & 9th St
122 Hart Jr. High School
Mississippi Ave. & 6th St., SE
123 Congress Heights School
5th St. & Nichols Ave., SE
124 Washington Highlands Library
Atlantic St. & South Capitol Terrace, SW



DISTRICT OF COLUMBIA
SCHOOL ELECTION WARDS
and VOTING PRECINCTS

D.C.

SCHOOL BOARD CANDIDATES ANSWERS

TO A QUESTIONNAIRE

Prepared by

[illegible]

1346 Connecticut Avenue N.W. Room 733 Washington D. C. 20036 (232 2616)

School Board Candidates' Answers to a Questionnaire has been prepared by the D.C. League of Women Voters to give voters in the District of Columbia a convenient reference to the School Board candidates in the November 5, 1968 election.

Available at [illegible]

* Indicates that the answer has been excerpted from material furnished by the candidate.
† Indicates that the answer has been cut to meet requested word limits.

AT LARGE

CANDIDATES

Benjamin H. Alexander - 2522 S. Dakota Ave. NE, research chemist

Anita Ford Allen - 301 Oneida St. NE, public administration, US Office of Education

Daniel Butler - 450 Riggs Road NE. No reply received.

Ellis Haworth - 4401 Davenport St. NW, retired professor of chemistry.

Julius W. Hobson - 300 M Street SW, government economist, Social Security Administration

James A. Jackson III - 700 Seventh Street SW, pharmacologist

Frederick M. McCoy - 4018 Lane Place NE, president and manager of cab company

Douglas E. Moore - 2628 Monroe St. NE, minister, assistant director of Shaw Urban Renewal project

John A. Sessions - 658 Independence Ave. SE, staff representative, AFL-CIO Department of Education

Question 1 -- WHAT SPECIAL QUALIFICATIONS DO YOU POSSESS WHICH WOULD CONTRIBUTE TO OR ENHANCE YOUR EFFECTIVENESS AS A SCHOOL BOARD MEMBER?

Benjamin H. Alexander -- I am an incumbent School Board member, so I know the conditions of the D. C. schools and am also deeply interested in D. C. community programs. I teach at the USDA Graduate School and am an Adjunct Professor at the American University. I am active in P.T.A. work and am on the Joint Board of Science Education. I speak on educational topics over the whole country.

Anita F. Allen -- I am a native of the District of Columbia and attended its public schools. I have three children presently in D. C. public schools. My professional activities are in the field of urban education and with the problems of improving education for the disadvantaged. I have also had 15 months experience on the D. C. Board of Education which has provided indoctrination in the problems our education system faces. My knowledge of the system, professional experience, school board experience, and interest qualify me for the Board.

Ellis Haworth -- My special qualifications include my detailed knowledge of the operation of the D.C. School system; my broad knowledge of educational problems; my wide experience in dealing with District officials and Congressional committees; my expert knowledge of budgetary matters; and my broad contacts with community groups (P.T.A., Citizen and Civic Associations, Teacher Associations, and other groups).

Julius W. Hobson -- I am directly responsible for the abolition of the track system which was destroying black children in D.C., removal of Carl Hansen as superintendent, and for the hearings before the House Committee on Education and Labor which exposed the District of Columbia public schools. I went to jail in 1964 and desegregated all private schools in the District of Columbia.

James A. Jackson III - As a scientist, I have had experience both in behavioral science and in dealing with people and children in particular. I have been a volunteer leader in the Y.M.C.A. for ten years. Many different kinds of children pass through the Y.M.C.A. I have had similar experience with the Boy Scouts of America. I firmly feel that I have grasped the problems of education in urban areas in general.

Frederick M. McCoy -- I am a father with two young children attending the public schools in our city and am a product of District of Columbia schools including Howard University. I have served on the Community Council, the group of advisory citizens who worked with the various task forces of the Passow Study. When proposals were made to our incumbent Board, they did absolutely nothing. As a member of our new Board, I promise you a change.

Douglas E. Moore -- I have had four years' experience as a teacher and administrator of a high school in the Congo and have had extensive experience in church and community programs.

John A. Sessions -- Expert knowledge, a passionate concern for the needs of all children, a deep hatred for injustice, an ability to relate well to most segments of the community, and a knack for standing up pretty well under all kinds of pressure.

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Question 2 -- WHAT DO YOU CONSIDER TO BE THE THREE MOST URGENT PROBLEMS FACING THE BOARD OF EDUCATION AND WHAT ARE YOUR SUGGESTIONS FOR SOLUTION?

Benjamin H. Alexander -- Reading - I propose to use programs designed to improve city-wide reading skills, programs which are known to have extremely high interest for children and will motivate them to learn to read. Discipline - I am committed to the improvement of discipline in the D.C. schools by modern methods acceptable to the community at large. The discipline will be improved by well-prepared, dedicated teachers and administrators who are ready to do a good job even under adverse conditions every class period, every day. Administration and Teacher Development - I will assure devotion to the concept of continuous administration and teacher development through all forms of training programs, in-service, during school hours or otherwise with pay, so that the future practices by all school staff will meet with contemporary standards of instruction as designated by the most advanced and universally accepted institutions of learning.

Anita F. Allen -- (a) The instructional program is rotten and does not meet the needs of the children. It is possible to re-think the organization of and preparation for instruction and determine a logical pattern for radical change and improvement of the system. (b) Lack of suitable and sufficient facilities, including buildings and equipment. Pressure must be brought for turn key construction, for an educational park, and for legislation to require provision of classroom space for use by every new public or private housing development. (c) Vocational adult, and community education is practically non-existent. We must start where we are -- at the bottom -- involving business, government, and community forces for immediate change.

Ellis Haworth -- (a) Getting funds for needed new schools and modernizing old ones -- obtaining increased authority to borrow from the Federal Treasury for new school construction, so that within five years all shortages of seating space will have been overcome and modernizing buildings to establish community schools wherever needed in the city. Such schools should be operated from early morning to late evening, throughout the year. (b) Curriculum revision -- Get appropriations sufficient for a large scale curriculum program including funds for substitute teachers so that experienced teachers can serve full time on curriculum committees and funds to hire expert consultants. Courses of study should be tried out for pupil reaction before final adoption. (c) Staff improvement -- Training should be offered by school superintendent in cooperation with local colleges and universities to up-date teachers in subject matter and teaching techniques needed to deal with present-day pupils. For school officers, training should be provided in meeting community demands.

Julius W. Hobson -- (a) Study rules and regulations governing functions of the School Board -- what they can and cannot do. (b) Study rules and regulations governing functions of school administration -- so they'll know what they can and cannot do. (c) Get someone to tell the Board what the Wright decree is -- that is the law of the land and it cannot be denied.

James A. Jackson III -- (a) We must change over from uni-ethnic to multi-ethnic curriculum. We must return to national and state archives to set records straight -- to get material with which all children can identify. (b) We must change over from management procedures of yesteryear to management procedures of today. We must appoint a school administrator with a business education background whose sole responsibility is the management of the system and a superintendent whose sole responsibility is the educational process in the system. (c) The communication problem -- We must create educational advisory councils which consist of people from all groups of the community who are concerned with education.

Frederick M. McCoy -- * First, we must have unity on the School Board. We must have as a School Board a dedicated group of citizen leaders, business, professional and community representatives who can agree to support their own leadership. I pledge my support and best efforts to the new president of our Board whoever it may be. Second, we must have an educational engineer, a superintendent who can design a quality program. Third, we must have school administrators who will support and effectively carry out the design of our superintendent. Every plant -- that is, every school -- must have efficient principals and teachers. These public servants should be relieved of entangling politics of personal promotions with the establishment of an appropriate merit system.

Douglas E. Moore -- 1. Administrative accountability. 2. Budget control and development. #3. Staff development. Creating a staff -- administrators, teachers, counselors, and support personnel of all kinds -- capable of effectively meeting the educational needs of the pupils. Urban area must accept the urgent need to pay for training and retraining of their school staffs. The Columbia University Study of the D. C. Schools suggests that from 15% to 20% of the school budget should be spent in the area of staff development.

John A. Sessions -- 1. Time is the greatest enemy. The new Board must find quick solutions for a backlog of needs that has been accumulating for years. 2. Redefining the powers of the School Board in relationship to Congess and the D. C. Government. 3. Redefining the relationship between the school system and the various communities in the city.

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Question 3 -- HOW WOULD YOU IMPROVE THE QUALITY OF EDUCATION FOR STUDENTS IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS?

Benjamin H. Alexander -- * My platform is built upon the raised hand of all school children asking their teachers, their parents, their administrators, their communities and their congressmen to recognize their needs. The planks of my platform correspond to the five fingers of that raised hand. The first plank is concerned with reading which is identified with the thumb (since the thumb is the most important finger on the hand). The second plank has to do with pupil discipline and is identified with the index finger. The third is administration and teacher development - the fourth is parents-students-staff working together in school planning, school organization and school social benefits, and the fifth and by far not the smallest (as inferred by the little finger) is budget responsibility - procurement of adequate financing and selection of the programs which do the most toward meeting the needs of all District of Columbia students.

Anita F. Allen -- I would use the recommendations proposed by the community, the Board, and school administrators for implementing the Passow Report as a blueprint for redesigning the system. Consultants as necessary from within the City and without should be used to assist in bringing about change. Year-round schooling with built-in staff development periods should be established. A plan for orderly change should be devised with strong enough leadership to see that the changes are real and not superficial.

Douglas E. Moore -- In addition to staff development, I think we should afford our young people special training in order to pass the battery of Federal entrance examinations, police exams, and other tests that stand between them and productive jobs in our society.

John A. Sessions -- I have supported major changes in the school system to bring flexibility and individualization into the curriculum. I hope the community will give me a mandate to continue my efforts. I also believe that one or more educational parks could provide quality education beyond our present capability.

Ellis Haworth -- * I consider the following to be top priority items: A city-wide program for the improvement of reading skills; a broad program of curriculum revision on all levels and in all fields; a program for staff improvement, involving both teachers and officers; an expansion of the educational program for three- and four-year old children, so that all children in the city who wish may participate in it; a greatly improved program for vocational education and job training; a reorganization of the elementary schools into divisions of about eight schools each, to make them more responsive to community needs and desires; obtaining funds for new school construction; modernizing existing buildings; an improved program of special education for all students who need it.

Julius W. Hobson -- I would enforce the Wright decree.

James A. Jackson, III -- I would create a committee of professional educators who would be able to provide motivation meaningful to a child as distinct from a miniature adult.

Frederick M. McCoy -- * In addition to the measures discussed in question 2, we must establish a competent educational research and development department in order to continue the flow of workable new services for our city schools. We must also have at every school a skilled school-parent coordinator - a person assigned to develop parent and school relations thereby giving parents and faculty new opportunities to express their concern about their children, the school and the community.

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Question 4 -- STATE YOUR POSITION ON THE ISSUE OF COMMUNITY CONTROL.

Benjamin H. Alexander -- I believe in decentralization and community involvement. Until Congress makes changes in the "Law" there can not be community control of the D.C. schools.

Anita F. Allen -- It is not possible to turn back the clock to the days of closed, strongly centralized administration of public schools. The tenor of the times demands greatly increased community involvement and greatly increased administrative responsiveness to the needs and wishes of the community. Administrative decentralization is feasible and necessary now to make the schools closer to the people. The local superintendents should be hired by locally elected boards and should be responsible to them.

Ellis Haworth -- As a scientist, I would want to see the results of a careful evaluation of the Morgan and Anacostia Projects. In the light of these reports, I would then determine whether to approve further requests for community control.

Julius W. Hobson -- I'm in favor of maximum community participation and community control when someone comes up with a workable definition of community control. The Anacostia Project is not community control but Ford Foundation-Fantini control.

James A. Jackson, III -- Divide the city into eight districts corresponding to the eight School Board wards. Each district would have a superintendent with authority in his district equal to the city superintendent's authority with respect to the city but subordinate to the city superintendent. Each local superintendent would be a professional educator. In addition, each district would have a school administrator to manage the district functions and an educational council.

Frederick M. McCoy -- * For those who blindly urge "neighborhood control", let me say that this election will give us neighborhood control. Let's look at the facts: (1) Washington will have for the first time neighborhood representation on the School Board. (2) No area will be favored without full and open debate by our elected "neighborhood representative" Board. (3) The people of this City can exercise their veto of any Board member who fails to represent their interest. (4) The problems of our school system are related to the system not being responsive to all the people. (5) There is the fear that the people of our City will make corrective decisions, through their elected representatives on the School Board, and expose the favored few.

Douglas E. Moore -- * We in Washington are now getting an elected Board of Education. As I see it, it will be the job of that board to heed the cry of the community as a whole and of the several parts that compose that whole. It seems to me that the push for "decentralization" is ample evidence that large city school administrative structures are not working. The flow of desires from the community to the top administrative level and the returning filtered answers takes too long, is too frequently perverted, and too often leaves no one responsible. Neither a selected school board nor administrators isolated in downtown office towers can be aware of neighborhood nuances, problems and needs. The time for a return to neighborhood Washington concerns is now. The time to say what we want is now!

John A. Sessions -- I support it, especially when it comes out of the planning of the community itself. I believe that there must be a framework of District-wide standards and attention to the rights of teachers.

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Question 4b -- STATE YOUR POSITION ON THE IMPLEMENTATION OF THE SKELLY WRIGHT DECISION.

Benjamin H. Alexander -- As a Board member, I voted for the implementation of the Skelly Wright decision in the D.C. schools.

Anita F. Allen -- I will continue to do all within my power to see that the school system no longer discriminates against poor children and black children. I will press to carry out the decision, not because the law says I must, but because I think it is past time that we provide equal opportunity for an education to every individual in our society.

Ellis Haworth -- Insofar as this decision involves further action by the school system, there is no choice but to obey it.

Julius W. Hobson -- Whether or not I'm on the Board there'll be a series of injunctions for every school principal and every school administrator who deliberately violates the Wright decree. My platform is law and order with poetic justice.

James A. Jackson, III -- Each district would have a Board monitor to see that the intent of the law is obeyed. The monitor would have to be a person versed in law and education. Removal of the Track System was removal of what the educators considered a method of education. If ability grouping is done without discriminatory overtones, then the intent of the law is obeyed.

Frederick M. McCoy -- I would obey the law and do the best I could.

Douglas E. Moore -- The Skelly-Wright decision is the law and it must be enforced. Anything less will be a contempt of court.

John A. Sessions -- The decision is in the great tradition of the Supreme Court decision of 1954. It gave the Board new power to correct long standing injustices.

The League of Women Voters is a non-partisan organization whose purpose is to promote citizen participation in government. The League does not support or oppose any political party, slate of candidates or individual candidate in any election. The League does provide factual, non-partisan information on election procedures and candidates.

WARD 1

CANDIDATES

Name	Address	Present Occupation
Emmett Anderson	1612 V Street N.W.	Architect
Felix R. Aiken	2821 - 11th St. N.W.	No reply received
Ilia L. Bullock	1005 Kenyon St. N.W.	Beautician
Charles I. Cassell	2900 Adams Mill Rd. N.W.	Architect for General Services Administration
Edward J. MacClane	1530 T St. N.W.	Archives Assistant at the National Archives
Nelson C. Roots	697 Irving St. N.W.	Real Estate and Insurance Broker
Eugene A. Thompson	1749 Lanier Place N.W.	Economist with the Bureau of the Budget

Question 1 -- WHAT SPECIAL QUALIFICATIONS DO YOU POSSESS WHICH WOULD CONTRIBUTE TO OR ENHANCE YOUR EFFECTIVENESS AS A SCHOOL BOARD MEMBER?

Emmett Anderson † - Through close association with people who are in the school system I can get various views of some of the problems confronting our schools. I married a school teacher who is now a principal in the D.C. School System. My brother is a principal in the school system and many friends are members of the D.C. school system. I have found among them a wealth of information. Another qualification I possess is my architectural background. I have 15 years of practice in the design and planning of elementary and secondary schools. I have had the opportunity to work with teachers, students at the various educational levels, consulting architects, engineers and manufacturer's representatives to make our classrooms and recreation facilities better for training our children in education.

Ilia L. Bullock* -- I have served as a community volunteer for 25 years. I know what the children want and can clearly articulate their desires. I have always been able to communicate with the poor people. I work, eat, sleep, walk, talk with them. To the poor person I am a solid rock of consolation. I want to help educate the people in the community. I could help to relate to the people in the community who are not familiar with the system.

Charles I. Cassell* -- A native of Washington, educated in the public schools. Deeply involved in the exposure of the many serious deficiencies in the school system which resulted in the Skelley Wright court decision abolishing the discriminatory track system with instructions to correct the many other discriminatory practices of the school administration.

Edward J. MacClane -- I have been actively engaged in community affairs and have had a close working relationship with many District agencies. I have presented statements, on behalf of the D. C. Federation of Civic Associations, [illegible] committees, District Commissioners, National Capital Planning Commission [illegible] civic groups. My wife is a retired public school teacher who taught [illegible] at the Cleveland School, located at 8th and T Sts. N.W.

Nelson C. Roots -- Approximately 30 years of dedication in civic and community work. I have been the President of Pleasant Plains Civic Association and [illegible] chairman of the D. C. Federation of Civic Associations. I have also [illegible] 2-year term on the D. C. Commissioners Council on Human Relations as well [illegible] the D. C. Corrections Advisory Committee.

Eugene A. Thompson -- As a specialist in budget methods, I am especially qualified to work on the budgeting aspects of the School Board problems. An [illegible] in the field of management analysis will help me to coordinate [illegible] other Board members so as to increase the effectiveness of the School [illegible] experience in involving others in groups toward a common goal [illegible] in the establishment of true community involvement in the schools.

* * *

Question 2 -- WHAT DO YOU CONSIDER TO BE THE THREE MOST URGENT PROBLEMS FACING THE BOARD OF EDUCATION AND WHAT ARE YOUR SUGGESTIONS FOR SOLUTION?

Emmett Anderson† -- Decentralization of the D.C. School Board of Education, the school's budget and overcrowding.

[illegible] to decentralize the present School Board, I would point out [illegible] the School Board, which has very limited powers, could work [illegible] community. First, I would give the newly elected [illegible].

Since there is a wide difference between the budget proposed by the Mayor and the School Board, I think we should set aside a sum of money to act as a safety valve.

To relieve our schools from overcrowding, we should make use of temporary space where feasible, and step up our building program.

Ilia L. Bullock* -- The budget is badly planned. Money is being wasted. We should get someone who knows how to do long range planning.

The biggest problem is free lunches. The rooms are overcrowded and poorly equipped. There are not enough safety measures for the children during school hours. Children need free hot lunches and free rides in buses to and from school.

Dr. Passow's study is a waste of money and should be put in the trash can. The whole system must be changed because it is not suitable for the children.

Charles I. Cassell* -- Academic excellence can be achieved only when a community values education as a precious goal and has the power and resources to manage its own schools. Further deterioration of D.C. schools will only enhance conflict with the center city and increase the potential for confrontation between parents whose children receive inferior education and those who do not.

Edward J. MacClane -- One of the most urgent problems is to restore discipline in the schools. Teachers should be given more authority in the classroom and parents must be encouraged to cooperate. Overcrowded classrooms are a serious problem. It handicaps both the teachers and students. Money has to be budgeted to alleviate this situation. The lack of teachers is critical. The Board should take steps to see that all graduates of the District Teachers College be required to teach in the District for a specified period.

Nelson C. Roots -- The three most urgent problems facing the D.C. schools and the Board of Education are: Budget, discipline in schools and classrooms, and the need for quality education at all levels, especially at the elementary level.

In order to remedy, or certainly improve the situation, there must be larger budgets and a greater say over budget spending, etc. by the Board of Education, more qualified teachers, in-training programs with financial assistance, and closer community-teacher-student relations at all school levels.

Eugene A. Thompson -- Teachers in our schools are burdened with over-centralization, paper work and meetings, and a pervasive feeling that the way to advance is to conform. Their first priority must be teaching. I would propose that a management survey be made of the administration. Over one half of those who want to attend vocational schools are turned away because of lack of facilities. The result: dropouts and increased welfare costs. We should double the 1970 budget requests for vocational education and order a study to determine the resources available. D.C. schools are facing the manifold crisis of today because of a lack of citizen interest, involvement and the exodus to the suburbs. The School Board must make a meaningful place for parents and citizens.

Question 3 -- HOW WOULD YOU IMPROVE THE QUALITY OF EDUCATION FOR STUDENTS IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS?

Emmett Anderson -- All teachers in the public school system should receive a periodic memorandum with emphasis on the importance of making men and women for tomorrow.

We should cut classroom sizes, where the learning rate tends to be low. We should avoid concentration of disruptive students and increase counseling in those school districts where deemed necessary.

All of our classrooms should be fully equipped, including the latest textbooks and teaching apparatus. We should develop a teacher corps that is dedicated and of the best quality. Finally, we should refurbish our old school buildings and avoid overcrowding.

Ilia L. Bullock* -- We should get quality people from all over the city who can work in the community and along with the system. The system makes it difficult for adequate provision of funds for the education of the children. The system should not be controlled by the government. It should be self controlled. No "outside experts" should be brought in.

Charles I. Cassell -- See Answer 2.

Edward J. MacClane -- Work closely with parents in order to have their support because this is extremely important to the teachers. I am deeply concerned over the vandalism in many of the District schools. I am equally concerned about the poor environment of dirty streets and alleys. We must improve the professional status of the District teachers in order to attract more teachers. This is an area in which the community can make a worthwhile contribution.

Nelson C. Roots -- Through better schools, better teachers and teaching equipment and materials; and by changing attitudes on the part of students and parents toward education and educational purpose and needs.

Eugene A. Thompson -- We must do everything to create the best atmosphere for teaching: such as small class sizes (12-15 in first and second grades), teacher aides (paid and volunteer), adequate supplies and facilities. It will also demand support of the administration (school and "downtown"), of the parents, and interested citizens. We must encourage and reward improvements.

* * *

Question 4a -- STATE YOUR POSITION ON THE ISSUE OF COMMUNITY CONTROL.

Emmett Anderson -- I think community control perhaps is the ideal way of maintaining an educational system of high quality. It is as basic as keeping one's own house.

However, to have effective community control, you must have strong organization and finance. Where these do not prevail community control of the schools is ineffective.

Further, community control should be the will of he majority with a view on communities that might be at a total disadvantage under such a school system.

Ilia L. Bullock* -- I think that the community should control, to a certain extent, the school system. The community would be able to see that some of the policies of the school would be carried out. The school should be open to the community seven days a week, with activities geared to suit the community needs. I do not think that the community should have the power to hire and fire the teachers. Every school should have an advisory council.

Charles I. Cassell - No Answer.

Edward J. MacClane -- This is a difficult question to answer because I can answer Yes and No. It would depend upon the community itself. However, I feel that an elected school board would represent the community, therefore it would have some control. I feel that school administrators should have the responsibility to hire and discharge teachers. It is difficult to recruit teachers now and if their jobs depend on local community boards, many good teachers would not accept teaching jobs under this control.

Nelson C. Roots -- Some decentralization of school control is perhaps desirable. Control over hiring and firing of teachers and the spending of funds must be given much consideration so as to prevent further possible damage to the School System.

Eugene A. Thompson -- Community control is essential. However, it must go beyond control, it must be involvement. The community must become involved at every level of education--planning, teaching (!) other volunteer work, and evaluation. The community must become part of the schools and the schools a part of the community. Conversely, we must not discard those who are trained in education for those with superficial ideas.

Question 4b -- STATE YOUR POSITION ON THE IMPLEMENTATION OF THE SKELLY WRIGHT DECISION.

Emmett Anderson -- My position on implementing the Wright decision is to place the decision in a referendum.

If a majority of the citizens favor the decision, then we should proceed to institute it unquestionably. If the majority do not favor the decision, then we should proceed to implement the Skelly Wright decision in parts, with a view on the growth of socio-economics easing instituting the entire decision.

Also, as national decisions are made affecting our schools in relation to the Skelly Wright decision, we should accordingly apply the Skelly Wright decision without delay.

Ilia L. Bullock -- The solution is to get down to business and get started with it. We will bring in experts from our own universities, within our cities who are familiar with our problems, to help and improve the new system.

Charles I. Cassell -- No answer.

Edward J. MacClane -- I would support integration of all schools and teachers if it were possible, but with nearly 93% of the students Negroes, this is an impossibility. To relieve overcrowded schools, I would be in favor of busing children from one area to another.

Nelson C. Roots -- I can see no great problem with implementation of the Skelly Wright decision. It is law, and much of the orders were inevitable under changing attitudes and conditions of our urban community.

Eugene A. Thompson -- The decision has been substantially implemented to the "letter of the law." Efforts must be maintained to insure that the spirit of the decision is followed.

* * *

Question 5 -- WHAT DO RESIDENTS IN YOUR WARD THINK ARE THE MOST URGENT EDUCATIONAL PROBLEMS IN THEIR SCHOOLS?

Emmett Anderson -- The residents in my ward think that we need more classrooms, the old classrooms need refurbishing, space is needed for team teaching and there is a tremendous need for equipment and supplies.

Ilia L. Bullock* -- Overcrowding, hot lunches, qualified teachers, parent assistance in the school, patrol for school to check discipline problem.

Charles I. Cassell -- No answer.

Edward J. MacClane -- Most residents are concerned over the overcrowded classrooms, old school buildings, and lack of many supplies. There is a great deal of concern over the lack of discipline. There is just too much disorder among young children.

Nelson C. Roots -- Discipline, overcrowding and lack of adequate funds for textbooks and proper reading materials for the students.

Eugene A. Thompson -- 1. Old textbooks
2. Temporary realignment of H. D. Cooke boundaries to Adams (Pending completion of Tubman)
3. Overcrowding
4. Run down facilities
5. Poor teachers

WARD 2

CANDIDATES

William Conley -- 1511 Que St., N.W., employed by American Federation of State County and Municipal Employees.

John H. Treanor, Jr. -- 1425 4th St., S.W., Attorney.

Evie Mae Washington -- 1535 8th St., N.W., Consumer Aide.

Question 1 -- WHAT SPECIAL QUALIFICATIONS DO YOU POSSESS WHICH CONTRIBUTE TO OR ENHANCE YOUR EFFECTIVENESS AS A SCHOOL BOARD MEMBER?

William Conley -- I don't claim any "SPECIAL" qualifications. I'm interested in the quality of education that our children are getting today. Being a product of the D.C. Public Schools both before 1954 and after, I know what it's like to be taught from antiquated methods and equipment. It seems that since 1954 education has been at a stand still. Education must be timely and must confront life on a daily basis. Here in D.C. education needs [illegible] more [illegible] both on the Board's part and on the teacher's part also. With these things in mind, I think I could be a very effective Board Member.

John H. Treanor, Jr. -- I have taught school as did my father and grandfather. I have spent many summers with children. I initiated an athletic league between DC US attorneys and DC youth programs. I have some knowledge of Congress, some knowledge of the community of DC; but most importantly, I think, I love the city, respect my neighbors and worry for its future unless we learn to work together in dignity toward a better future for us all.

Evie Mae Washington -- Because of my involvement with the community in the school areas, parents bring their problems to me; also, many people feel that I can reflect their interests.

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Question 2 -- WHAT DO YOU CONSIDER TO BE THE THREE MOST URGENT PROBLEMS FACING THE BOARD OF EDUCATION AND WHAT ARE YOUR SUGGESTIONS FOR SOLUTION?

William Conley -- (1) Fiscal Autonomy. I would like and I will work toward Congress giving the new Board full and complete fiscal powers such as issuing municipal bonds for additional revenue. (2) Not Being Able To Function As A Board. I think the new Board should have the authority to set policy (since they will be responsible to an electorate) and the Superintendent should see that the policy is carried out. The present Board cannot say what textbooks are to be used, they can only recommend. (3) Not Having The Authority To Build Schools Or Buy Land. I would enact legislation to give the new Board the power to purchase and contract. This should not be a responsibility of the D.C. Government.

John H. Treanor, Jr. -- I believe that the system needs overhauling: better equipped and better paid teachers; better and more functional facilities; more intercourse between black DC and white suburbia; a system which "relates" to the needs of its children; community control, thoughtfully executed; and most importantly, a demonstration to Congress that we, the Board, can earn their respect and ultimately pave the way for home rule.

Evie Mae Washington -- 1. Implementing the Skelly Wright decision
2. Busing of children
3. Overcrowded conditions

Question 3 -- HOW WOULD YOU IMPROVE THE QUALITY OF EDUCATION FOR STUDENTS IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS?

William Conley -- More teacher training with the use of teacher aides to relieve the teacher to attend special seminars or classes. Taking advantage of the learning ability of the children of pre-school age. I would buy and use more books and other teaching equipment such as Audio-Visual Aids; create new curriculum programs; hire and train more teachers so that they are able to have smaller classes; and I would see to it there were expanded [illegible] programs.

John H. Treanor, Jr. -- Better teachers, better facilities, better tools--for example, textbooks and courses which relate to the community.

Evie Mae Washington -- Have higher standards for teachers so as to equip them to provide more adequately for the variability found in every classroom. Have informed and capable counseling service.

* * *

Question 4a -- STATE YOUR POSITION ON THE ISSUE OF COMMUNITY CONTROL.

William Conley -- I think communities should have control of their schools (also run their schools) because the schools are part of the community; but when it comes to curriculum or hiring and firing of personnel, I think these things should be worked out with the Teachers' Union and the D.C. Board of Education. If a teacher or teachers are posing a problem for the community, the Teachers' Union, the community and D.C. Board of Education should [illegible] the matter.

John H. Treanor Jr. -- I am very much for it--with proper procedures to insure
(1) effective voicing of community complaints
(2) fair safeguards for teachers' rights

Evie Mae Washington -- I believe the community should have more say on the type of textbooks, the curriculum, and the right to select its own representatives on the Board and some staff. With help from experts in making their [illegible].

* * *

Question 4b -- STATE YOUR POSITION ON THE IMPLEMENTATION OF THE SKELLY WRIGHT DECISION.

William Conley -- I think Judge Wright was 100% right for abolishing the tract system which hurt Negro children mostly. I think that Judge Wright made the only decision that he could, a fair one, and it couldn't have been implemented any other way.

John H. Treanor, Jr. -- I am for it. I agree and think it should be followed as far and as fast as humanly possible.

Evie Mae Washington -- I am in accord with the Skelly Wright decision to do away with the tract system. I know that there has to be some grouping of children, but not on a permanent basis as the tract system had. The busing of children was never intended in that decision. That was a misinterpretation by the Board.

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Question 5 -- WHAT DO RESIDENTS IN YOUR WARD THINK ARE THE MOST URGENT EDUCATIONAL PROBLEMS IN THEIR SCHOOLS?

William Conley -- The over-crowding of schools; not enough play facilities (in some communities there aren't any); most of the play areas are not adequately equipped. Antiquated buildings are another factor...one of the oldest buildings in Washington just happens to be an elementary school located in the 2nd Ward.

John H. Treanor, Jr. -- Community control; some overcrowding; a drop in the quality of teaching following the creation of Tri-School; teachers who "relate".

Evie Mae Washington -- A lack of textbooks; teachers being hired as disciplinarians; and programs that get started and last for one or two months, for example, team teaching.

WARD 3

CANDIDATES

Peter G. Angelos -- 1505 - 26th St. N.W., [illegible]

Samuel Ewer Eastman -- 4448 [illegible] †

Susan B. Lieberman -- [illegible] Barnaby St. [illegible] School teacher †

Donald J. Melvin -- 4641 Greene Place, N.W., Lawyer †

Albert A. Rosenfield -- 6128 - 29th St. N.W., [illegible]

Stanley L. Newman -- [illegible] Moreland St. N.W., Lawyer †

Malcolm M. Sample -- 1508 - 33rd St. N.W., Realtor

Irving A. Sirkin -- 3100 Aberfoyle Place, N.W., Economist †

Bardyl R. Tirana -- 2804 P St. N.W., Attorney †

Question 1 -- WHAT SPECIAL QUALIFICATIONS DO YOU POSSESS WHICH WOULD CONTRIBUTE TO OR ENHANCE YOUR EFFECTIVENESS AS A SCHOOL BOARD MEMBER?

Peter G. Angelos -- A basic understanding of the intrapsychic and interpersonal dynamics of the learning and the teaching process, an outgrowth of my work in child psychiatry (Kiwanis Clinic for Public School Children in Southwest, Anacostia, Congress Heights, from 1955-1960) and as Chief of the Child Study Division of the Public Schools, 1960-1963, where as a member of a psychiatric team we diagnosed and treated learning problems and behavior problems. Skills as therapist.

Samuel Ewer Eastman -- I am committed to the District of Columbia. I have lived here since 1959 and am building a new house in Ward 3. I am involved in the public schools; our three children attend public schools - Hearst, Gordon, and Wilson. I have participated in Ward 3 school activities, PTA at Horace Mann and Gordon Junior High School, the WISE Program, and the Executive Study Group on the Passow Report. I am a practicing economist, the president of my own company. I am trained also as a lawyer and an engineer. Finally, I have spent nearly half of my adult time teaching.

Susan B. Lieberman -- I have worked in both urban and suburban schools. I know first hand what the problems in education are and what excellence in education can be. I feel my experience in the inner city gives me a more global attitude about the educational problems of Ward 3. I have developed curriculum and trained teachers; therefore I am aware that there are ways to achieve quality education within the present framework of the city. Since I am not working now, I would have the time to do a good job.

Donald J. Melvin -- As a lawyer, my training and professional career has consisted largely of communicating and analyzing. The Board must be able to analyze and it must communicate effectively. As an economic consultant, I have a degree of familiarity with accounting, financing, statistics, and research methodology. As a former director of the department of legislation and governmental affairs for a trade association, I have considerable experience in dealing with Congress. I am a parent with two pre-school children who will attend public school, and the husband of a former District school teacher.

Stanley L. Newman -- Experience as Congressional Assistant and in political affairs. As Director of Social Planning at HUD I am responsible for the linkage between all urban federal programs including education and HUD programs. I am also responsible for HUD's citizen participation policy. These experiences have given me insight into the problems of urban America and the disadvantaged. While my ward is not the most disadvantaged, I believe its representative must be sensitive to the needs of the black as well as the white community and must have the political ability to work with the Board of Education, the City Council, and Congress.

Albert A. Rosenfield-- I feel that my knowledge and experience will enable me to cut through red tape in order to meet the needs of our educational system. During the past 16 months I have spent thousands of hours attending regular and special School Board meetings, school visits, conferences with city officials and congressional leaders, meetings with parent groups and individuals -- all of which has given me the background which qualifies me to meet the challenges that the new elected School Board must face.

Malcolm M. Sample -- In the recent past, I have taught in the public and private school systems in the District of Columbia and in a private school in Maryland and for the past several years I have been pursuing a post graduate degree at the American University. I have lived in the District of Columbia since 1940 and graduated from George Washington University and the American University. For many years I have been engaged in public relations work with national organizations headquartered here in the District and consequently have acquired extensive experience on Capitol Hill.

Irving A. Sirken -- The Ward 3 member of the School Board should have the ability to identify the key issues facing the school system and to assess and articulate alternative solutions. He should have the necessary dedication, objectivity, imagination, and compassion to command the respect of the other members of the Board. They will surely look to him to provide the leadership for mobilizing the extraordinary talent in Ward 3 and applying it to the most pressing problems facing the D.C. schools. On the basis of my training, experience, interests and talents, I believe I am well qualified to provide this leadership and to represent Ward 3 on the School Board.

Bardyl R. Tirana -- Having grown up in Washington and having attended public schools here, I believe I know how the school system has changed and understand the complexity of its problems. I have seen the results of those problems in many of my law clients - young men with good minds but inadequate education - men who have turned to Crime. My practice also involves me as a counsel to corporations, particularly in their relations with Congress and federal agencies... an experienced negotiator and energetic advocate.

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Question 2 -- WHAT DO YOU CONSIDER TO BE THE THREE MOST URGENT PROBLEMS FACING THE BOARD OF EDUCATION AND WHAT ARE YOUR SUGGESTIONS FOR SOLUTION?

Peter G. Angelos -- 1. Ongoing self-education of the School Board by calling for and attending regional and national conventions of Boards of Education.
2. Updating teaching skills of teachers and the administrative skills of administrators through in-service and other educational methods, and "on company time," with subsequent rewards through advancement, promotion, salary increases.
3. The ferreting out and publication of figures which represent successful producing on the part of D.C. schools, rather than the focusing on numbers of failures, dropouts, shortcomings, etc., although the latter will not be neglected.

Samuel Ewer Eastman -- Washington stands high among city school systems in the amount spent per pupil and the pupil teacher ratio, yet we see our children denied quality education and exposed, on the contrary, to experiences which are not challenging, which are boring and second rate. Neither we citizens nor the Board of Education can do anything about this state of affairs because we do not know where the money is going and what we are getting for it. This is the most urgent problem facing the Board of Education. It is a question of establishing priorities.

The development of a Planning, Programming and Budgeting (PPB) System is an essential first step to get the answers we need to spend the taxpayer's money intelligently. Such a System can tie resource inputs (people, time, dollars) together with outputs measured by such indices as achievement scores and drop-out rates.

Susan B. Lieberman -- 1. A poorly trained staff not equipped to deal with teaching middle class children, not to mention the handling of compensatory programs. (Solution - a massive staff development program that is decentralized.)
2. The inability of the School Board to use its limited powers to set the necessary priorities. (Solution - self-education of the School Board who will then be able to set policies and insist they are followed up by the administration.)
3. Lack of community participation. (Solution - 1) Community review of budgets long before they are to be passed. 2) Open hearings, organized by School Board members, to deal with problems. 3) Education of the community on major issues, i.e. decentralization and local control.)

Donald J. Melvin -- Administrative decentralization should be implemented for the next school year. A specific proposal should be submitted to the public by the Board soon after taking office. Next, the Board should instruct the administration to develop a budget report that is meaningful to the average citizen. This is now done in Philadelphia.

A complete and effective public information program should be implemented immediately. Citizens have an unalienable right to know what the schools are doing for their children and how their tax money is spent.

Finally, the budget should be revised to establish a summer school for staff development in basic skill subjects beginning in June 1969. Teachers should be paid while attending.

Stanley L. Newman -- 1. Teacher training: Required in-service teacher training for all D.C. teachers. Staff Development Center with several satellites to service different areas of the city. Teachers should be given a 12 months salary for 12 months work with vacation. Orientation for new teachers is totally inadequate. The administrative staff must also be trained. As a first step I favor the Passow Study recommendation for Administrative Internships.
2. Budget reform: The Board should become the chief policy maker on the budget. The budget must be presented in programmatic terms with priorities presented with a cost-benefit analysis. The base budget must be thoroughly and critically analyzed as well as the budget for additional expenditures.
3. Greater Community Participation: (See Question 4 a)

Malcolm M. Sample -- 1. A return to order and discipline in the classroom. Give the teacher center-stage position in the classroom and expect her to receive the support and respect of her students. Enliven the classroom with teaching that gives the student the power to think his way through problem-solving situations. I urge a return to an Amidon-type plan in which we have a disciplined, rigorous, nonsense teaching-learning situation.
2. The recruitment and in-training of a highly professional and paraprofessional teaching and administrative staff. This is where I would fight for the most funds and with the highest continuing priority. A master teacher is the keystone of any good educational system.
3. The immediate earmarking and shifting of funds for up-to-date textbooks, tools, and training aids.

Albert A. Rosenfield — See Question 3

Irving A. Sirken — 1. Recruitment and training of teachers; 2. Improving the curriculum; 3. The preparation of more persuasive budgets. I would arrange to recruit at least 100 first class young teachers for the fall of 1969 through the efforts of Ward 3 alumni of our leading universities. I would hope to widen the scope of the activities of the PTAs and Home and School Associations to include educational activities and get the part-time help of Ward 3 residents to review curriculum content and school budgets, and to teach one or more class sessions on specialized subjects. This would be done in close collaboration with the teachers, principals, and school administration. My approach would fill some gaps in the school system through greater community participation and thereby pave the way for the movement towards decentralization.

Bardyl R. Tirana -- The three most urgent problems are overcrowding, inadequate staff development both at the administrative and teaching levels, and the failure to provide our classroom teachers with the resources and flexibility for good education. New school construction to cure overcrowding now depends on line-item capital outlay appropriations from Congress.
The Board should concentrate on its proper role of setting major policies, and attracting money and talent. Recent reorganization of the city government has not ended waste and conflicting planning among city agencies. The School Board in shaping decentralization has an opportunity to plan true community schools. Initiative in coordinating with municipal bodies -- Library, Recreation, Zoning, Health, UPO, and, most importantly, the Mayor's office -- can maximize resources and services.

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Question 3 -- HOW WOULD YOU IMPROVE THE QUALITY OF EDUCATION FOR STUDENTS IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS?

Peter G. Angelos — Update teachers and administrators so that they have the imagination and creativity to look upon every failure or drop-out in a subject or a class as a "drop-in" to another school.

Samuel Ewer Eastman -- Improve the quality of the teaching and administrative staff in the school system and give them better teaching materials ...by providing teacher aids to release teachers from less rewarding routine work, and to provide additional teachers so that a part of the teaching staff can always be engaged in upgrading and modernizing professional qualifications. The enrichment programs of Project Scope and the Washington Integrated Secondary Education (WISE) Program are both aimed in the right direction. Staff development is required of the administrative staff as well.

Susan B. Lieberman -- 1. Make wisest use of existing funds, with the greatest priority for staff development so that immediate action can be taken to improve the quality of instruction at the classroom level. 2. Determine which students have the greatest needs, allot money for programs to alleviate those needs, beyond the usual per pupil allotment.

Donald J. Melvin -- In addition to my proposals in answer to question 2, I would seek the use of better textbooks and other educational tools such as television, teaching machines, and other technological innovations ... encourage more participation by parents, private industry, and local universities; encourage adoption of a curriculum that emphasizes basic skills [illegible] providing a comprehensive range of academic subjects, recreational activities, vocational and technical training, and other programs that develop the self-reliance and personal creativity of the student as an individual and as a member of society.

Stanley L. Newman -- In addition to teacher training, budget reform, and greater community participation as mentioned in my answer to question 2, we must have more modern and better physical facilities on both sides of the park. Overcrowding, inadequate library and kindergarten space, etc., make it imperative to upgrade and expand our physical facilities. We must also provide a vastly expanded program and trained staff for children who are retarded or who show special learning difficulties. The MIND program is neither widespread nor effective, and the waiting list for those who need help is immense.

Albert A. Rosenfield -- Massive attack on the drop-out problem. We must develop a clear cut neighborhood school concept with no artificial boundary lines . . . equal learning opportunities in every classroom in our school system ... build and foster the community school concept...develop and expand our vocational and technical facilities and programs... increase our present efforts in the field of adult education ... more autonomy from the District Building ... work out ways of cooperating closely with agencies in the federal and city governments and with private agencies, in order to relieve heavy burdens placed on the shoulders of the classroom teacher ... build the newly established Department of Special Education to provide the same opportunities for those individuals who have mental or physical handicaps. Our long range planning division must guide us to future needs.

Malcolm M. Sample -- I believe in a quality education for each child according to his individual need. We should push for the maximum attainment of each student's talents, no matter how unequal that maximum may be. I believe this quality can be attained through the implementation of the three positions I stated in answer to question 2.

Irving A. Sirken -- My first approach would be to limit myself largely to measures that do not require additional budgetary funds or administrative reforms. In view of the high turnover of D.C. teachers, we have the opportunity of upgrading the quality of our teachers through resourceful and imaginative recruitment. With regard to staff development, there are substantial Federal government funds available to finance summer institutes and other types of teacher training. The new Federal City College should play a central role in this endeavor. Three or four programs relating to teacher development and curriculum content could be drawn from the Passow report.

Bardyl R. Tirana -- We must correct the overcrowding, lack of teachers, and shortage of books and equipment that exist in too many of the city's public schools. The efficiencies of good planning and fiscal reform can materially assist in bringing a solution. Education, however, is an individual matter, and cannot be found in spreading conformity among so many children of widely differing needs. Decentralization appears to hold the most promise for providing a flexible system appropriate for our heterogeneous student population.

* *

Question 4a -- STATE YOUR POSITION ON THE ISSUE OF COMMUNITY CONTROL

Peter G. Angelos -- Community control should be permitted as self-reliance and quality capability is proved and arrived at, at the local level. Central control should be ever present for consultation, guidance, and quality control.

Samuel Ewer Eastman — I am in favor of decentralizing school administration when it is shown to be the most efficient and most economical way to operate. I favor community control where it is clear that this is what the community wants and in those instances where the community is organized or willing to organize to accept the responsibility for school management. The Washington situation has many of the ingredients for successful community school control.

Susan B. Lieberman -- We need more community participation and responsiveness by community to needs of pupils. The first step would be the decentralization of administration so that we can restructure services more efficiently. If parents still feel schools are not meeting the needs, then local controls may be the only way to attain that end. One problem with local control is danger of provincialism and divisiveness when our city should be working toward unity.

Donald J. Melvin -- Community control is subject to varying definition. A definite plan would have to be formulated before an intelligent evaluation could be made. If a particular community develops a plan for what it considers to be community control, I would be receptive to it so long as it contained safeguards to assure that the rest of the school system would not be adversely affected. I believe the proposals for administrative decentralization will bring about a more responsive system without the potential problems inherent in community control.

Stanley L. Newman -- 1. The schools should service both the adult and child population. 2. People from the community should be hired as community interns and teacher's aides in far greater number than are hired presently. 3. We should be receptive to community desires for community control. The New York experience should not frighten us away from meeting the need for meaningful participation of the community.

Albert A. Rosenfield -- Our direction of progress must be guided by a voice which consists not only of our own wishes as a Board or those of the staff of educational experts, who carry out the policy, but the pupils, parents, and an involved, sincere, and objective community at large. The aspirations and hopes of parents for their children, and of members of the community for their future, must be part of the input of the Board of Education in making decisions.

Malcolm M. Sample -- At the present time, I am opposed to decentralization or "community control" of schools. We now have in the District two experimental projects. Let us wait until all the facts are in before we decide this issue.

Irving A. Sirken -- The Executive Study Group on the Passow Report has proposed a number of studies to answer the important questions posed by the issue of community control. I support these studies. While it is too soon to make a final judgment about the educational results of the Adams-Morgan Project, the WISE Program, and other promising experiments in the D.C. schools, it is clear that the risks of failure are great though the potential benefits of success are very great indeed.

Bardyl R. Tirana - Community control can involve both students and parents in our schools, and increase the responsiveness of teachers and staff. Since the exercise of choice is at the foundation of our democratic society, we must give our communities the opportunity to develop experience in choosing wisely. But we should be careful to structure the concept so that it is not used to bring about re-segregation by race or class; and so that fair safeguards are provided for teachers and standards of performance are required.

* * *

Question 4b -- STATE YOUR POSITION ON THE IMPLEMENTATION OF THE SKELLY WRIGHT DECISION

Peter G. Angelos -- My professional opinion as an educator is that heterogeneous grouping should be done on the basis of characteristics other than color - e.g. on the basis of socio-cultural educational parameters. If this also results in mixed grouping by race, well and good. The range of socio-cultural parameter abilities should not be too great; otherwise you will have dropouts and failures.

Samuel Ewer Eastman -- As a member of the D.C. Bar I am sworn to uphold the Constitution and the laws of the land, which includes Hobson vs. Hansen.

Susan B. Lieberman -- I feel the decision has done a great service in abolishing tracking - unfortunately tracking still exists despite the decree. I am in favor of ability grouping, however, for it is impossible to teach effectively without it. As to bussing, I am in favor of it if programs to help the children follow the children on the bus. The same is true for boundary changes. We must have programs which will benefit all the students at the school - bussed or not - if the spirit of the decision is to be followed.

Donald J. Melvin -- As far as I am concerned the Skelly Wright decision has been implemented. Our purpose now should be to make certain that collapsible integration is stopped. The schools that have been integrated must have funds and programs sufficient to assure success.

Stanley L. Newman -- The Skelly Wright decision is law and must of course be implemented. High priority must be given to solving the overcrowding problem. Present attempts will not be successful until we find and build new facilities. As a temporary measure we should conduct an intensive search of suitable space in churches, community facilities, even in homes. A program which includes the selective use of homes as classrooms might be most beneficial as it would bring home and school together in one experience.

Albert A. Rosenfield -- No reply.

Malcolm M. Sample -- I am unalterably opposed to this decision and hope it will be overturned in the higher courts. I would like to see the Judge appointed School Superintendent and given the task of integrating "socially and economically."

Irving A. Sirken -- There seems to be some confusion among teachers and parents about that part of the decision that deals with the track system and ability grouping. The school administration could allay the fears of parents, and clear up a lot of confusion if they gave a clear explanation of how this part of the Skelly Wright decision has been implemented and what provisions the administration has made for coping with the transition problems that may arise as a consequence of increased socio-economic integration of students and racial integration of faculty.

Bardyl R. Tirana -- As a lawyer I recognize that Judge Wright's decision, now on appeal, may be modified, reversed or remanded. But as a citizen, I believe that the conditions of inequality and of racial and economic discrimination found by Judge Wright in the school system must be corrected as fast as possible. And as a parent, I affirm my conviction that an integrated school environment is an asset to education.

* * *

Question 5 -- WHAT DO RESIDENTS IN YOUR WARD THINK ARE THE MOST URGENT EDUCATIONAL PROBLEMS IN THEIR SCHOOLS?

Peter G. Angelos -- The most important problem is psychological - the allaying of middle-class fears about mixed grouping according to abilities. The residents need reassurance that this will not result in lowering educational levels of the more advanced, but will enhance the education of the less enriched students and even give the more advanced an opportunity to teach their peers (each one teach one).

Samuel Ewer Eastman -- I have distributed self-addressed post cards at meetings in Ward 3. The returns so far tell me that Ward 3 residents think the most urgent educational problems to be: 1) incompetent teachers who are not qualified to teach our children, 2) entrenched incompetent administrators, and 3) improper and inadequate budget and accounting procedures which deny the use of funds to get the best results.

Susan B. Lieberman - I think they fear that resources west of the park will be taken away to meet the needs of the disadvantaged east of the park. This concern, however, is not based on fact. Making curriculum more relevant to needs of students is also a concern.

Donald J. Melvin -- The residents in Ward 3 are no different from other residents elsewhere in the city. They want a good education for their children. There are definite fears that the standards that existed prior to the Skelly Wright decision are in jeopardy and they want assurance that this is not the case and will not be the case. They want integration to work out but not at the expense of their children's education.

Stanley L. Newman -- Seeing that their children receive an education which will enable them to live creatively in an urban society. Insuring that their children's natural love of learning is not stifled by the school system but rather is constructively channelled and deepened by school experience. Securing highly motivated and qualified teachers and modern facilities and materials.

Malcolm M. Sample -- The problems in Ward 3 are the same as I cited in answer to question 2.

Albert A. Rosenfield -- no reply.

Irving A. Sirkin — Concern, whether real or misguided, that socio-economic integration of pupils and the effort to achieve greater racial integration of faculty will impair the quality of education in Ward 3 schools. Fear that pupils now attending their neighborhood schools in Ward 3 will be bussed to schools in other parts of the city. Fear that Ward 3 schools will get less than their proportionate share of budget funds.

Bardyl R. Tirana -- The need to provide better preparation for college entrance; the lack of good, modern school facilities, books and equipment; reorganization of a central administrative system which is unwieldy, inaccessible, and discourages the use of new teaching techniques; and the failure to provide teacher support and retraining as needed.

Ward 1, 2, 3, 4 Precinct Locations

1 Terrell Jr. High School
1st & Pierce Sts., NW
2 Concordia United Church of Christ
20th & G Sts., NW
3 St Paul's Episcopal Church
2430 K St., NW
4 St Stephen Martyr Catholic Church
Pennsylvania Ave. & 25th St., NW
5 Christ Episcopal Church
Keith Hall, 31st & O Sts., NW
6 Western High School
35th & R Sts., NW
7 Hardy Recreation Center
45th & Que Sts., NW
8 Palisades Recreation Center
Dana & Sherrier Places, NW
9 Metropolitan Memorial Methodist Church
Nebraska & New Mexico Aves., NW
10 Mann School
Newark bet 44th & 45th Sts., NW
11 Guy Mason Recreation Center
Wisconsin Ave. & Calvert St., NW
12 St Albans Episcopal Church, Guild Hall
Wisconsin & Massachusetts Aves., NW
13 St Margaret's Episcopal Church
Connecticut Ave. & Bancroft Place NW
14 St Thomas' Episcopal Church
18th & P Sts., NW
15 Foundry Methodist Church
16th & P Sts., NW
16 Jewish Community Center
16th & Que Sts., NW
17 Metropolitan AME Church
1518 M St., NW
18 Bundy School
4th & O Sts., NW
19 Dunbar High School
1st & N Sts., NW
20 Lewis School
Bryant bet. 2nd & 4th Sts., NW
21 Metropolitan Baptist Church
1225 R St., NW
22 Garnet-Patterson Jr. High School
10th & U Sts., NW
23 Cardozo High School
13th & Clifton Sts., NW
24 Morgan School
V bet. Champlain & 18th Sts., NW
25 Adams School
19th & California Sts., NW
26 Oyster School
29th & Calvert Sts., NW
27 Eaton School
34th & Lowell Sts., NW
28 Church of the Annunciation Catholic
Massachusetts & Idaho Aves., NW
29 Sidwell Friends School
3825 Wisconsin Ave., NW
30 Janney School
Albermarle St. & Wisconsin Ave
31 St Columba's Episcopal Church
4201 Albermarle St., NW
32 Wilson High School
Chesapeake St. & Nebraska Ave
33 Murch School
36th & Ellicott Sts., NW
34 Cleveland Park Library
Connecticut Ave. & Macomb St., NW
35 H. D. Cooke School
17th & Euclid Sts., NW
36 D. C. Teacher's College
11th & Harvard Sts., NW
37 Meyer School
11th & Clifton Sts., NW
38 Monroe School
Columbia Rd. near Georgia Ave., NW
39 Lincoln Jr. High School
16th & Irving Sts., NW
40 Bancroft School
18th & Newton Sts., NW
41 St Stephen Incarnation Episcopal Church
16th & Newton Sts., NW
42 Raymond School
10th St. & Spring Rd., NW
43 Park View School
Warder & Newton Sts., NW
45 Petworth School
8th & Shepherd Sts., NW
46 St Gabriel's Catholic School
510 Webster St., NW
47 Powell School
Upshur & 14th Sts., NW
48 Roosevelt High School
13th & Upshur Sts., NW
(No Precinct no. 49)
50 Blessed Sacrament School Auditorium
5841 Chevy Chase Pkwy., NW
51 Lafayette School
Broad Branch Rd. & Northampton St., NW
52 St John's College High School
[illegible] Rd. & 27th St., NW
53 Brightwood School
13th & Nicholson Sts., NW
54 West School
Farragut bet. 13th & 14th Sts., NW
55 Barnard School
Decatur bet. 4th & 5th Sts., NW
56 Truesdell School
8th & Ingraham Sts., NW
57 Rudolph School
2nd & Hamilton Sts., NW
58 Paul Jr. High School
8th & Oglethorpe Sts., NW
59 Coolidge High School
5th & Tuckerman Sts., NW
60 Nativity Catholic School
Georgia Ave. & Peabody St., NW
61 Fort Stevens Recreation Center
13th & Van Buren Sts., NW
62 Shepherd School
14th St. & Kalmia Rd., NW
127 Syphax School
Half & N Sts., SW
128 Bowen School
Delaware Ave. & M St., SW
129 Jefferson Jr. High School
8th & H Sts., SW
3 Takoma School
Piney Branch Rd. & Dahlia St., NW
4 Rabaut Jr. High School
Peabody St. & North Dakota Ave., NW

SHAW JUNIOR HIGH SCHOOL
October 30, 1969

Ladies and Gentlemen:

It has been brought to my attention , through a teacher, that Sections 8-210, 8-307, 8-208, 8-304 and 7-305 fully intend to disrupt our school. They are going to break it up. For security reasons I cannot reveal the name of this teacher publicly.

I prefer at this time not to hold the students accountable, because this may just be an ugly rumor. However, for the good and protection of my entire staff, I feel it my duty to so warn you in case of any emergency that might arise.

Please do not hesitate to call me immediately if you feel fearful in the presence of any of these students.

Percy L. Ellis, Jr.
Principal

cc: Mr. Henlry
Mr. Diggs

Teachers Involved:

8-210 - J. Feely
8-307 - E. Langley
8-208 - D. Siracusa
8-304 - J. Jackson
7-305 - R. M. Jackson

COPY

THE WASHINGTON TEACHERS' UNION
1126 - 16th Street, N.W.
Washington, D. C. 20036

October 27, 1969

Mr. Percy L. Ellis, Jr., Principal
Shaw Junior High School
7th and Rhode Island Avenue, N. W.
Washington, D. C. 20001

Dear Mr. Ellis:

It is regrettable that your letter of October 27, 1969 was written and given wide distribution. The matter to which you referred in your letter is an internal matter of the Washington Teachers' Union. The fact that you had knowledge of this matter is of no concern to the Union. The fact that you have seen fit to inject yourself into the picture is of great concern to the Union.

Therefore, I am bringing this matter to the attention of the Superintendent of Schools and asking that an immediate hearing be scheduled and that appropriate action be taken for this violation of your part.

Respectfully,

/s/
William H. Simons,
President

WHS:af
opeiu#2aflcio

cc: Benjamin J. Henley
Gilbert A. Diggs
Leslie E. Jones
Milton C. Denbo

AN OPEN LETTER

November 3, 1969

Mr. William H. Simons
President
Washington Teachers Union
1126 - 16th Street, N. W.
Washington, D. C. 20036

Dear Sir:

In reply to your letter dated October 27, 1969 in which you stated that my open letter was a violation because the contents referred to an internal Union matter, may I say that I spoke the truth. The truth is inviolable.

The fact that I had knowledge of the matter regarding the charges brought against the Shaw Chapter Advisory Committee by Judith Claire, Julia Jackson and Jeannette Feely must have been of concern to the Union because the Union kept me fully informed about it. I see no reason why my injecting myself into the picture should be any surprise to the Union since Judith Claire and Julia Jackson have assailed me through numerous petty grievances, attempted to disrupt our school, and kept my name constantly before you for investigation.

You expressed in your letter that it was regrettable that my letter received such wide distribution. I feel that I deserve the same publicity that Jeannette Feely was accorded in your Union Newspaper when she misrepresented facts about the principal of the Shaw Junior High School. I happen to be that person. I feel that my letters deserve the same kind of wide distribution that the vicious charges circulated against the administration and faculty members of our school received last year: this was a result of involvement between Julia Jackson and a group of adults and students of the community, who were not fully aware of what they were doing. Their intention was to remove the administration and twenty-five teachers from the Shaw Junior High School.

Union, administrators and teachers must work together in harmony if education is to be up-graded in the D. C. schools. According to the present practice, obviously just to be an

administrator makes one wrong. We cannot develop quality education under the existing procedures and pressures that do not seem to be truly representative of our American form of government. Our country was founded upon and still operates under the principles of democracy.

Many attempts have been made to get the WTU, top administration, and the Board of Education to settle this matter internally, but to no avail. Although we are quite sensitive to top administrations' and the Board's reluctance to take action, nevertheless we think we understand why they prefer to remain uninvolved.

It is common knowledge that principals are not in favor with the Union. They seem to be more figureheads than administrators; practically stripped of authority and kicked around. A deaf ear is turned to their attempts to reason or argue because they have no bargaining power. Although I stand alone in speaking out, I am not alone in the struggle against this unfortunate leadership. Other principals, dedicated teachers, concerned members of the community, and many of those among the ranks of the Union itself, are not in accord with these questionable tactics.

Therefore, since obviously there can be no internal solution to the problem, I feel that I too must go to the people. They are the taxpayers. Let them be so informed and make the proper, intelligent investigation. Let them decide if all of their children are getting the best possible education as set forth in the Agreement between the Board of Education and the Washington Teachers' Union as it is being presently administered. To what extent does the confusion created by this apparent belligerent attitude of many Union members affect our children?

Finally, since I have already been prejudged, I stand firm in my decision, that as long as Judith Claire, Julia Jackson and Jeannette Feely, et als continue to persecute me and members of my faculty, I shall defend myself and them until true justice is achieved.

Regretfully yours,

Percy L. Ellis, Jr.

Percy L. Ellis, Jr.
Principal

cc: Bd. of Edu. Members
Mr. B. Henley
Mr. N. Nickens
Mr. G. Diggs
Mr. L. Jones
Mr. M. Denbo

File

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA
PRESIDENTIAL BUILDING
415 TWELFTH STREET, N. W.
WASHINGTON, D. C. 20004

October 13, 1969

Members of the Board of Education
of the District of Columbia

Ladies and Gentlemen:

The Ad Hoc Committee appointed to consider the Teachers' Salary Legislation will meet in conference with the administration on Tuesday, October 14, 1969 immediately following the Committee-of-the-Whole on Personnel to discuss the Teachers' Salary Legislation proposal. Members of the Board are invited to be present.

The Board of Education will also meet in conference before the Board meeting on Wednesday evening, October 15 -- the time to be established at the Committee conference tomorrow.

This is also to advise you that the Committee on Safety will meet on Tuesday, October 14, 1969 at 1:00 p.m. The members of the Committee are Mr. Rosenfield, Chairman, Mrs. Swaim and Mr. Roots. All members of the Board are invited to be present.

Very sincerely yours,

Gertrude L. Williamson

Gertrude L. Williamson
Executive Secretary
Board of Education

GLW:cls

cc: Mr. Henley
Mr. Nickens

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SYMBOLS
DL = Day Letter
NL = Night Letter
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LLE016 WB027 AM 52
(LL) PDF WASHINGTON DC 23 215A EST
JULIUS HOBSON, DONT PHONE
300 M ST SOUTHWEST WASHDC
THE MURIEL ALEXANDER MOTORCADE STARTS AT 130PM TODAY NEW HAMPSHIRE AVENUE AND QUINCY NORTHWEST. WE ARE GOING TO WIN HOWEVER WE FEEL THAT YOUR PRESENCE WILL GIVE HER THE OVERWHELMING VICTORY WHICH SHE JUSTLY DESERVES. YOURS FOR THE BEST IN EDUCATION
JOHN D THOMPSON CAMPAIGN MANAGER
(238).

SF1201(R2-65)

30

1345 N. Genesee St.
Box Hollywood, Calif.
90046

Nov. 5, 1967

Mr. Julius W. Hobson, Jr.

Dear Mr. Hobson:

It is my understanding that the suit which led to the abolition of "tracking," or "ability grouping," in the Washington schools was carried out in your name. If this is so, I would appreciate some information if you have the time.

The Los Angeles Federation of Teachers, Local 1021, has decided to investigate the Hobson vs. Hansen decision with a view to examining tracking practices in the L.A. schools and, if necessary, criticizing and replacing the tracks. First, however, we need to educate ourselves. I am chairman of a committee appointed to do the necessary spadework.

I understand that the Passow investigation of the Washington schools was to be published in September. It is not yet available here. If it is available in Washington, could you arrange to have it sent to me at the above address as soon as possible. I will of course pay any expenses if there is a charge for the report.

It would also greatly assist us if we knew the background of the suit. Who were the people involved, what experiences encouraged them to act, how did you all manage to focus on an educational issue like tracking as one gambit, which teachers would get involved, and why, which teachers would not, etc? ? ? If you have any literature of what must have been a very ably conducted campaign and could send a folder of various broadsides, compalints, arguments, etc., we would be in your debt.

As you well know, it is essential for community people and teachers to work together to make the necessary changes that have to be made. I am sure that here in L.A. we have many problems similar to those in Washington; as we begin to deal with them we could surely benefit from Washington's experience. So, we will deeply appreciate anything you can send.

If I made a mistake with Mr. Bell's operator, and you are not the Julius W. Hobson who initiated the suit, fogive the imposition. In any case, thank you for your trouble with this request.

Cordially,

William Doyle

William Doyle
AFT Local 1021, Los Angeles
1345 N. Genesee St.
Hollywood, Calif. 90046

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LLB029 WA107

(LL) PDF WASHINGTON DC 6 821A EST

6 AM 57

JULIUS HOBSON

INCUMBENT MEMBER OF THE BOARD OF EDUCATION DISTRICT BLDG

WASHDC

I SHOULD HAVE WRITTEN YOU FROM PARIS WHEN I READ OF YOUR TRIUMPH RE TRACK SYSTEM WHICH I PROTESTED AS YOU DOUBTLESSLY RECALL AT ITS PRESENTATION, BY HANSEN ON THE OCCASION OF MY LAST BOARD MEETING IN JUNE 1956 CONGRATULATIONS ON A WELL DESERVED ELECTORAL VICTORY TRIED BY VARIOUS METHODS TO GET YOU BY PHONE SINCE YOU ARE UNLISTED PLEASE CALL ME AT THE FOLLOWING NUMBER 667 0156 CORDIALLY

MARGARET BUTCHER

1956 667 0156

(838).

SF1201(R2-65)

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
SUPERINTENDENT OF SCHOOLS
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

November 3, 1969

Mr. Julius Hobson, Member
D. C. Board of Education
300 M Street, S. W., Apt. 510
Washington, D. C. 20024

Dear Mr. Hobson:

Attached is a report prepared by the Department of Special Education dealing with the Tuition Grant Program of the D. C. Public Schools.

This report has been prepared in response to a request made by you.

Sincerely yours,

Benjamin J. Henley

Benjamin J. Henley
Acting Superintendent of Schools

Attachment

— = out of area schools

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF SPECIAL EDUCATION
TUITION GRANT PROGRAM ↔ Dr 480 NA 86000 240f
9/3/69 THRU 10/24/69

— = area schools

39 "emotional"

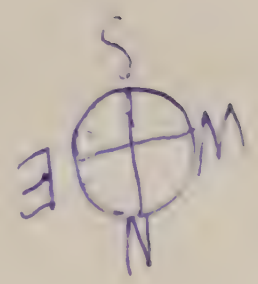
MASTER

NAME OF SCHOOL	DISABILITY	PUPILS	COST
1. Benedictine	Multiple	2	3,600
2. Children's	Deaf	21	60,000
3. Christ Child	Multiple	2	3,830
4. Christ Church	Multiple	1	2,220
5. Cooperative	Multiple	1	1,100
6. Devereux	Emotional	1	3,000
7. Edgemeade	Emotional	1	3,000
8. Gallaudet (Preschool)	Deaf	4	4,000
9. Gallaudet (Prep)	Deaf	1	1,645
X 10. Glaydin	Emotional	2	4,800
11. Green Chimneys	Emotional	1	3,000
12. Greig	Emotional	19	57,000
13. Hillcrest	Emotional	9	27,000
14. Holly Hall "emotional"	Multiple	1	1,350
15. Hopefield-Riverview	Emotional	1	3,000
16. Jewish Foundation "emotional"	Multiple	15	34,200
17. Kendall	Deaf	147	263,130
18. Kennedy "emotional"	Multiple	12	12,000
19. Kingsbury "emotional"	Multiple	4	11,200
20. Maryland	Blind	22	107,800
21. National "emotional"	Multiple	1	3,000
22. Occupational "Emotional"	Multiple	2	2,000
23. Overbrook	Emotional	4	12,000
24. Partridge "emotional"	Multiple	1	3,000
25. Perkins	Blind	1	6,000
26. Pilot	Blind	5	15,000
27. St. Gertrude's "emotional"	Multiple	4	2,520
28. St. John's "emotional"	Multiple	5	6,000
29. St. Joseph's	Deaf	1	2,500
30. St. Maurice "emotional"	Multiple	2	2,000
31. Washington Hearing	Deaf	9	18,000
		302	678,895

NAME OF SCHOOL	NAME OF CHILD	DISABILITY	PARENT	RECOMMENDATION	TUITION COSTS	
					Per Pupil	Total
BENEDICTINE Ridgely, Maryland (2)	Peter Callas 3616 Van Ness Street, N.W.	Multiple	George / Irene	Department of Pupil Personnel Services	1,800	
	Ann Fitzgerald 1312 Somerset Place, N.W.	Multiple	William / Jeanne	" " " "		3,600
CHILDREN'S HEARING & SPEECH CENTER 2220 -11th St., N.W. (20)	Mary Adams 3009 Erie Street, S.E.	Deaf	Harold / Carolyn	School Health Division D.C.HD	3,000	
	Anton Bronson 800 Southern Avenue, S.E.		Edward / Barbara			
	Leslie Cooke 422 Delafield Place, N.W.		Joseph / Barbara			
	Faith Davis 72 P Street, N.W.		David / Joyce			
	Marguerita Guyton 510- 50th Street, N.E.		Rufus / Jo Ann			
	Antonio Harper 101 E Street, N.W.		Public Welfare			
	Evaline Kean 421½ Sixth Street, S.E.		J. Randolph / Barbara			
	Ronald Lee 521 - 59th Street, N.E.		George / Theola			
	Michael Ligon 4417 Fifth Street, N.W.		Leonard / Sadie			
	Michelle Lofton 4000 - 4th Street, S.E.		Joseph / Rose			
	David Mayberry 414 W Street, N.W.		Charles / Esther			
	David Mitchell 3217 Adams Mill Road, N.W.		Ollie (Grandmother)			
	Donetta Morris 930 T Street, N.W.		William / Lydia Penn			
	Daniel Naputi 3 Helm Green, S.W.		David / Felicita			
	Juan Owens 841 - 19th Street, N.E.		/ Brenda			
	Derek Point 1619 Butler Street, S.E.		Esaw / Lillie			

NAME OF SCHOOL	NAME OF CHILD	DISABILITY	PARENT	RECOMMENDATION	TUITION COSTS	
					Per Pupil	Total
CHILDREN'S (Con't)	Carla Powell 2615 - 4th Street, N.E. Andre Redman 1217 - 8th Street, N.W. Brenda Redmond 737 Third Street, N.E. Desmond Wilson 1211 V Street, N.W.	Deaf	William / Evora William / Loretta Lester / Ellen Charles / Wanda			60,000
CHRIST CHILD CENTER Rockville, Maryland (2)	Clarence Davis 173 Elmira Street, S.W. Eugene Terry 5000 - 7th Street, N.W.	Multiple	Clarence / Geraldine / Helen	Department of Pupil Personnel Services	1,915	3,830
CHRIST CHURCH CHILD CENTER Bethesda, Maryland (1)	Kerry Balek 4511 Kingle Street, N.W.	Multiple	Arthur / Maureen	Department of Pupil Personnel Services	2,220	2,220
COOPERATIVE SCHOOL Vienna, Virginia (1)	Beckie Gorham 1561 - 35th Street, N.W.	Multiple	William / Kathryn	Department of Pupil Personnel Services	1,100	1,100
DEVEREUX Glenn Moore, Penn. (2) 942 - 2962 215 NO 8-7272 ~~Devereux Rd~~ 208 Old Lancaster Rd Devon, Pa 150 children	July - 1968 9600 — 14 yrs. military assistance too Valerie White → 9600 234 Sheridan Street, N.W. Harry Teachout — 10,800 a yr. — no assistance 3855 Rodman Street, N.W. 1st yr. Sept. School Term learning problems mild retardation	Emotional	7,000 - 7,999 Charlie / Gertrude Richard / Mary 8,000 - 8,999 2 psychological psychiatric	Department of Pupil Personnel Services have contract with 600 per yr pupil is in counseling School. July 1 - June 30 licensed both as hospital	3,400 3,000 per child	6,000

NAME OF SCHOOL	NAME OF CHILD	DISABILITY	PARENT	RECOMMENDATION	TUITION COSTS Per Pupil	TUITION COSTS Total
EDGEMEADE Upper Marlboro, Md. 372-8172 (1) Molleyberry Rd Naylor, Md.	3 Lowell Watson 819 Barnaby Street, S.E.	Emotional	Benjamin / Susie	Department of Pupil Personnel Services	3,000	3,000
GALLAUDET-PRESCHOOL 7th & Florida Ave., N.E. (4)	Robert Faison 3074 Stanton Rd., S.E. Norman Rogers 1811 - 24th St., N.E. Jimmy Lee Wilson 151 Elmira St., S.W. Antoinette Fields (P-T) 1900 West Virginia Ave., N.E.	Deaf	Robert Norman James / Elizabeth Alvie (Grandmother)	School Health Division (DCHD)	1,000	4,000
GALLAUDET - PREP 7th & Florida Ave., N.E. (1)	Robert Sogolow 7037 - 31st St., N.W.	Deaf	Alexander / Phyllis	School Health Division (DCHD)	1,645	1,645
GLAYDIN Leesburg, Va 1st yr (2) 703 777-3505 no street address listed	Stephen Blizin 4 3714 Ingomar St., N.W. 10,000-10,999 not welfare James Tweedie 5 not welfare 3100 Connecticut Ave., N.W. both are white 10,000-10,999	Emotional	Gerald / Jean Clifford / Priscilla	Department of Pupil Personnel Services parents work out arrangements	1,100 ~~2,400~~ per yr [redacted]	4,800
GREEN CHIMNEYS Brewster, New York 6 (1) 914-279-2996 Different Corners Brewster, NY	Floyd Taylor 1st Daphne Prince 6 6,000-6,999 206 Emerson St., N.W. last year under grant 1 yr.	Emotional psychological conditions learning disability — must have normal or better I.Q. 150 child	Alvin / Doris	Department of Pupil Personnel Services	5,675 12 mo 3,000 Show plans future — parents + home	3,000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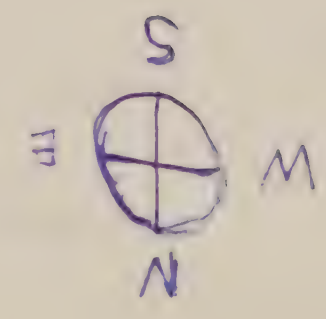
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not discriminatory selection not residential don't know if Cleveden on welfare

cost $4,000 — 10 months, ~~[illegible]~~

NAME OF SCHOOL	NAME OF CHILD	DISABILITY	PARENT	RECOMMENDATION	TUITION COSTS Per Pupil	TUITION COSTS Total
GREIG 5450 Mass. Ave., N.W.	not retarded emotionally disturbed	Emotional		Department of Pupil Personnel Services		
229-2700 or 299-6384	7 Alvarez, Christian 7 3935 Military Rd., N.W. ~~retard~~ 10,000-10,999		Cesar / Martha	extra ~~Lane~~ Klayton — 1st	3,000	
	8 Durant, Oswald 8 715 Randolph St., N.W. 4,000 - 4,999	not welfare 3rd yr. on grant	Oswald / Johnnie	Black		
	9 Duvall, Richard 9 4429 Alton Place, N.W. 10,000 - 10,999	2nd yr. grant	Joseph / Mary	Daniel Cherrok 1st		
	10 Edwards, Richard 4916 - 44th St., N.W. 10,000 - 10,999	~~Edward Richard~~ Donna 2nd 1st 5 family	Daniel / Ruth	~~AA~~		
22 with assistance	11 Gaskins, William 624 Burns St., S.E. 5,000 - 5,999	1st yr.	William / Shirley	Howard Kenyon	1st yr.	
all have not had records updated —	~~Gordon~~, Sean 4431 Harrison St., N.W.	out	Bartley / Phyllis			
	12 Hannah, Mark 3703 Windom Pl., N.W. 10,000 - 10,999	3rd yr on grant	Sidney / Eleanor	Nunez, Ricardo	1st yr.	
18	13 Kolb, Mary Teresa 2810 - 39th St., N.W. 8,000 - 8,999	3rd on Grant	J. Gibbons / Marie	Royal Redecker	1st yr	
	14 Meachum, Michael 3316 Runnymede Pl., N.W. 10,000 - 10,999	3rd yr. on grant	Roy / Patricia	Shappi — 2nd grant		
	15 Murchison, Sandra 6510 - 16th St., N.W. 7,000 - 7,999	1st yr.	George / Jewell	Shocken 2nd grant		
Lost money on 6 children last yr. $21,000 loss - could not throw kids out then	16 Newkirk, Issac 3822 Veazey St., N.W. 10,000 - 10,999	1st yr.	Issac / Joy	Douglas Townsend, 3rd yr		
	17 Roman, David 4417 Butterworth Pl., N.W. 10,000 - 10,999	3rd yr. on	Primo / Adele	Park William 1st yr.		
	18 Redecker, Royal 3238 Idaho Ave., N.W. 8,000 - 8,999		John / Ingrid			

Louis Fisher

Chamber Sylph —

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NAME OF SCHOOL	NAME OF CHILD	DISABILITY	PARENT	RECOMMENDATION	TUITION COSTS Per Pupil	TUITION COSTS Total
GREIG (CONT.)						
19	Schappi, Todd 2nd yr 5023 Eskridge Ter., N.W. 8,000 - 8,999		John / Diane			
20	Schocken, Amy 2nd yr 3001 Veazey Ter., N.W. 10,000 - 10,999		Frederick / Sylvia			
21	Scott, Gregory — 1366 Tuckerman St., N.W. 7,000 - 7,999	882-5595	James / Augusta			
22	Shaternick, John 5328 - 28th St., N.W. 52 10,000 - 10,999		Metro / Janet			
23	Townsend, Douglas 51 3rd yr 3119 Oliver St., N.W. 10,000 - 10,999		Robert / Jane			
24	Wollam, Park 52 1st yr 5320 - 29th St., N.W. 10,000 - 10,999 Randall Walsh	Washington 1st yr	Park / Constance			57,000
X HILLCREST 1325 W St., N.W. (9) 265-2400 Mr. Edwards	Emotionally disturbed	no idea if on welfare Emotional		Department of Pupil Personnel Services - 3,000		
25	Brooks, Richard 1812 Kenyon St., N.W. P39 4,000 - 4,999		Sarah Chevermount	Psychological + psychiatric counseling ~~James Crum~~		
26	Green, Regina P36 2nd yr. grant 2901 - 13th St., N.W. 4,000 - 4,999		Robert			
27	Jenkins, Cameron 2nd yr. grant 5244 Nebraska Ave., N.W. P50 10,000 - 10,999		George / Laura	Richard Brooks 1st yr.		
28	Jenkins, Leonard 2nd yr. grant 6322 - 7th St., N.W. (not related) 6,000 - 6,999		Francis			
29	Mayo, Charles P38 1st yr. 515 Lamont St., N.W. 4,000 - 4,999		Valerie			

6 others in process of being approved, at school in present (not in program)

Full fee: $15,000 residency - day school $9,000
(some are residential, some day.)

NAME OF SCHOOL	NAME OF CHILD	DISABILITY	PARENT	RECOMMENDATION	TUITION COSTS Per Pupil	TUITION COSTS Total
HILLCREST (CONT) st. not listed	30 Moss, William 1st yr. 1244 Evarts St., N.E. P 73 8,000 – 8,999		Ernest / Geraldine			
	31 Tolson, Renee 1st yr. 706 Nicholson St., N.W. P 58 7,000 – 7,999 ?		Robert / Ella			
	32 Wheeler, David 2nd yr. 700 - 12th St., N.W. P1 3,000 – 3,999 ?		Minette			
	33 Wood, Stephen 2nd yr. 5707 Blaine St., N.E. P 96 4,000 – 4,999		Joseph / Mildred			27,000
HOLLY HALL Vienna, Va. (1) 938-7040 no brochure available	34 Burke, Marie 4622 Greene Pl., N.W. P7 9,000 – 9,999	Emotional	Joseph / Mary	Department of Pupil Personnel Services	1,350	1,350
HOPEFIELD-~~RIVERVIEW~~ School East Sandwich, Mass. (1) 617-888-0489 Rt. 6 East Sandwich	35 Knight, Mira Delisa 1st yr.	Emotional	Nola	Department of Pupil Personnel Services	3,000 district 3,000	3,000
KENNEDY 801 Buchanan St., N.E. (12) 529-3515 11/7/69 will meet	36 English, Cornell P 46 4315 - 7th St., N.W. 6,000 – 6,999 no address	Emotional	Roosevelt / Emma	Department of Pupil Personnel Services	1,000	
	37 Flynn, Brian 4139 Alabama Ave., S.E. P 106 4,000 – 4,999		Bernard / Joyce			

NAME OF SCHOOL	NAME OF CHILD	DISABILITY	PARENT	RECOMMENDATION	TUITION COSTS Per Pupil	TUITION COSTS Total
KENNEDY (CONT)						
38	Lee, Michael P26 2745 - 29th St., N.W. 8,000 - 8,900		Francis / Elizabeth			
39	Mann, Angela 4531 - 43rd St., N.W. P31 10,000 - 10,999					
40	Nielsen, Larry 2907 N St., S.E. P111 5,000 - 5,999		Lauritz / Mildred			
41	Scott, Dean 5532 Chillum Pl., N.E. P65 8,000 - 8,899		Everette / Faye			
42	Smith, Sheila 1266 - First St., S.W. P127 8,000 - 8,999		Minette Wheeler			
43	Tolson, Edward 725 - 6th St., N.E. P83 3,000 - 3,999					
~~St not listed~~ 44	Walker, Robert 601 - 6th Pl., S.W. 8,000 - 8,999		Robert / Flormia			
45	Walsh, Valerie 1144 Eaton Rd., S.E. P119 5,000 - 5,999		Jean Stryjewski			
46	Washington, Earl 8001 - 16th St., N.W. P62 7,000 - 7,999		James / Eleanor			
St # not listed 47	Washington, Glenn 1313 Clay Pl., N.E. 3323 inaccurate address		Glenn / Betty			12,000

Children come for 12 Months —

tuition

Grant 5160 - 12 Mo

NAME OF SCHOOL	NAME OF CHILD	DISABILITY	PARENT	RECOMMENDATION	TUITION COSTS Per Pupil	TUITION COSTS Total
(15) JEWISH FOUNDATION — Retarded 6200 - 2nd St., N.W. (15) 14 Ra 6-1090 Will Send	48 Adkins, William 4641 Clark Pl., N.W. P 7 2nd yr 9,000 - 9,999	Emotional	Marian Kurtz	Department of Pupil Personnel Services	2,280 Last year's expended cost for 12 months	figures
	49 Brooks, Reginald 2749 Langston Pl., S.E. P 115 1st yr. 6,000 - 6,999		Delores	family on welfare		
	50 Brown, Michael 1400 Kenilworth Ave., N.E. P 92 3rd yr 4,000 - 4,999		Timothy / Katherine		3,040 — 3,280	
B 3,000 grant	51 Chipouras, Peter 1517 Oates St., N.E. P 77 3rd yr 3,000 - 3,999 Residential		Sam / Loula			
	52 Dickens, Cynthia 1266 Morse St., N.E. P 77 1st yr. 3,000 - 3,999		Annie	family on welfare		
	53 Dixon, Theodore 5662 A St., S.E. P 105 1st 4,000 - 4,999		James / Priscilla	— Theodore Dixon on welfare		
	54 Dyson, William 1011 - 30th St., S.E. P 108 1st yr 5,000 - 5,999		William / Cynthia			
does not exist	N Henry, Debra 602 Rittenhouse St., N.W. ~~7,000 - 7,999~~		Raymond / Sylvia			
	55 N Johnson, Debra 717 Oglethorpe St., N.W. P 58 2nd year 7,000 - 7,999		John / Dolly			
11 out of 14 children were black	56 N Jordan, Franklin 806 - 46th St., N.E. P 94 3rd year 4,000 - 4,999		Franklin / Milla			
	57 N McCall, John 517 LeBaum St., S.E. P 123 2nd yrs 6,000 - 6,999		John / Mildred			
	58 N Mills, Ralph 5904 - 32nd St., N.W. P 51 3rd yr 10,000 - 10,999 ~~Residential~~ Extended day care		Harry / Hilda			

NAME OF SCHOOL	NAME OF CHILD	DISABILITY	PARENT	RECOMMENDATION	TUITION COSTS	
					Per Pupil	Total
JEWISH (CONT) 59 N	Nelson, Ronald P 103 4223 East Capitol St., S.E. Sr. Lyceum 5,000 - 5,999		Earl / Sherra			
part paid for by medicaid & not Services. 60 N	Owens, Debra #960 1300 Morris Rd., S.E. P 114 Res. 24 hrs 5,000 - 5,999		John / Lorraine			
61	Tribble, Priscilla 3010 Vista St., N.E. P 72 Day - 2nd 8,000 - 8,999		Thomas / Loretta			34,200

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of Special Education

NAME OF SCHOOL	NAME OF CHILD	DISABILITY	PARENT	RECOMMENDATION	TUITION COSTS Per Pupil	TUITION COSTS Total
Kendall	ADAMS, Monica Denise 5107 N. Capitol St., N.E.	Deaf	Howard Adams & Barbara A. Blackwell	Placement in Program for the Deaf	$ 1,790	$ 1,790
"	ALLEN, Anthony Bryant No. 5 - 60th St., N.E.	Deaf	ALLEN Andrew B. & Marian	" " " " " "	"	"
"	ALSTON, Dwight 1922 - 16th St., S.E.	Deaf	Wm. P. Crowder & Juanita Alston	" " " " " "	"	"
"	AUSTIN, April 3531 - 19th St.,S.E. #301	Deaf	Claudia Austin	" " " " " "	"	"
"	BANKS, Andrea Yvette 516 Chesapeake St., S.E.	Deaf	BANKS Bertraa & Doris W.	" " " " " "	"	"
"	BANKS, Mark Andrew 5030 Benning Road, S.E.	Deaf	James Banks Sharon Butler	" " " " " "	"	"
"	BANKS, Wayne Basilio 342 - 37th St., S.E. #103	Deaf	BANKS Clarence L. & Barbara	" " " " " "	"	"
"	BARFIELD, Emory 890 Southern Ave., S.E.	Deaf	LEE Clearthur & Bettie J.	" " " " " "	"	"
"	BARKSDALE, Andrew 101 E Street, N. W. (Dept. Public Welfare)	Deaf	BARKSDALE Robert & Fanny Lou Guardian: Welfare Dept.	" " " " " "	"	"
"	BEAMAN, Toni Alberta 3312 Warder St., N.W.	Deaf	BEAMAN Alphonso & Loleta	" " " " " "	"	"
"	BELLINGER, Frontis Marie 244 - 10th St., S.E.	Deaf	BELLINGER Watson & Frontis	" " " " " "	"	"
"	BEST, Denise V. 1117 - 3rd St., S.E.	Deaf	BEST Eddie & Roxie	" " " " " "	"	"
"	BEVERLY, Delma Victoria 6023 - 8th St., N. W.	Deaf	BEVERLY John O. & Dorothy E.	" " " " " "	"	"

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of Special Education

NAME OF SCHOOL	NAME OF CHILD	DISABILITY	PARENT	RECOMMENDATION	TUITION COSTS	
					Per Pupil	Total
Kendall	BORUM, John 2207 - 13th St., N.W.	Deaf	John Bedney Jonnetta Borum	Placement in Program for the Deaf	$ 1,790	$ 1,790
"	BROADWAY, Chester 1535 - 5th St., N.W. #1	Deaf	Chester Broadway Betty Hodges	" " " " " "	"	"
"	BRYANT, Isaac 635 Ellicott St., N. E.	Deaf	Mattie Bryant	" " " " " "	"	"
"	BUNDY, Percy S. 5012 Illinois Ave., N.W.	Deaf	Warren H. Bundy Clara Baylor	" " " " " "	"	"
"	BUNDY, Warren Clifton 5012 Illinois Ave., N.W.	Deaf	Warren H. Bundy Clara Baylor	" " " " " "	"	"
"	BUSH, Boysie 1008 - 4th St., N.E.	Deaf	BUSH Thomas & Nancy	" " " " " "	"	"
"	BYRD, Jeannette Clarice 1511 A St., N.E.	Deaf	BYRD Royc & Mary S.	" " " " " "	"	"
"	CAMPBELL, Bernice Delores 1225 Stevens Road, S.E.	Deaf	CAMPBELL George & Willie	" " " " " "	"	"
"	CARPENTER, Linda Susan 2034 - 17th St., N.W.	Deaf	CARPENTER Theodore R. & Susan	" " " " " "	"	"
"	CARROLL, Wilhelmena Rose 642 Farragut Place, N. E.	Deaf	CARROLL James W. & Catherine	" " " " " "	"	"
"	CHANG, Teddy 3626 Jenifer St., N. W.	Deaf	CHANG H. T. & Joan Y.C.	" " " " " "	"	"
"	CLARK, Alton Lorenza 225 Morgan St., N.W. #6	Deaf	CLARK Robert & Kay F.	" " " " " "	"	"
"	COATES, Sherri Elizabeth 4752 Benning Road, S. E.#302	Deaf	Mrs. Rosemarie Coates	" " " " " "	"	"

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of Special Education

NAME OF SCHOOL	NAME OF CHILD	DISABILITY	PARENT	RECOMMENDATION	TUITION COSTS Per Pupil	TUITION COSTS Total
Kendall	COLE, Jacqueline Louise 1529 Anacostia Ave., N.E.	Deaf	Mrs. Lillie R. Little	Placement in Program for the Deaf	$ 1,790	$ 1,790
"	COLEMAN, Sandra Denise 1139 Abbey Place, N. E.	Deaf	COLEMAN Stanley & Delores	" " " " " "	"	"
"	COLES, Barbara Ann 1521 Young Street, S.E.	Deaf	James L. Coles Mildred E. Dixon	" " " " " "	"	"
"	COOK, David Joseph 2528 Sheridan Road, S.E.	Deaf	Mrs. Mary E. Cook	" " " " " "	"	"
"	CRAWLEY, Elbert Ricardo 720 Sheridan St., N. W.	Deaf	CRAWLEY James K. & Sarah A.	" " " " " "	"	"
"	COMER, Aldwin B. 1932 Capitol Ave., N.E.	Deaf	GARRETT Willie R. & Corrine	" " " " " "	"	"
"	DENT, Sharon Ann 1103 - 9th St., N. W. #5	Deaf	DENT Cleveland & Ola	" " " " " "	"	"
"	DRIVER, Linda Cheryl 101 E Street, N. W. (Dept. Public Welfare)	Deaf	GALE (Foster Parents) Joyce W. & Willie A. Guardian: (Welfare Dept.)	" " " " " "	"	"
"	DWYER, Jimmy Wayne 3625 Nichols Ave., S.E.	Deaf	DWYER Carrie Lee & Albert	" " " " " "	"	"
"	EDWARDS, Robin Denise 812 Bellevue St., S.E.#201	Deaf	EDWARDS Clarence & Thelma	" " " " " "	"	"
"	FANCHER, Kimberley Cottrell 4530 Connecticut Ave., N.W. Apt. 205	Deaf	FANCHER Donald A. & Dorothea H.	" " " " " "	"	"
"	FEGANS, Gayle 4340 Sheriff Rd., N.E.	Deaf	HILL (Guardian) John and Gloria	" " " " " "	"	"

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of Special Education

NAME OF SCHOOL	NAME OF CHILD	DISABILITY	PARENT	RECOMMENDATION	TUITION COSTS Per Pupil	TUITION COSTS Total
Kendall	FELDER, Simon Rome 1301 Saratoga Ave., N.E.	Deaf	Margaret Zeigler (Guardian)	Placement in Program for the Deaf	$ 1,790	$ 1,790
"	FERGUSON, Dennis Lee 1913 - 9½ St., N. W.	Deaf	Daniel Boone Georgia Goodman	" " " " " "	"	"
"	GALES, Annette Delois 901 Jefferson St., N.E.	Deaf	GALES Simon B. & Nancy L.	" " " " " "	"	"
"	GAMBLE, Norman Quentin 2681 Douglas Place, S.E.	Deaf	GAMBLE Doris C. & Fred H.	" " " " " "	"	"
"	GILCHRIST, Mary Gean 6118 - 7th Place, N. W.	Deaf	GILCHRIST Willie & Mary	" " " " " "	"	"
"	GOLD, Derline 1817 Benning Road, N.E.	Deaf	GOLD Henry and Sadie	" " " " " "	"	"
"	GOODSON, Herbert Lee 1270 Eaton Road, S.E.	Deaf	GOODSON Willie & Bernetha	" " " " " "	"	"
"	GRAY, Anita 1414 - 44th St., N.E.	Deaf	GRAY George & Romaine	" " " " " "	"	"
"	GRAY, Valencia 1919 H St., N.E.	Deaf	GRAY Albert R. & Ernestine	" " " " " "	"	"
"	GREENFIELD, Clinton Joseph 227 - 51st St., N.E. #11	Deaf	Charles Washington Velma Greenfield	" " " " " "	"	"
"	HARRIS, Benita Novella 1431 Monroe St., N. W.	Deaf	William K. Toles Nora N. Harris	" " " " " "	"	"
"	HARRIS, Donald Winston 3439 Oakwood Terrace, N.W.	Deaf	HARRIS Herbert & Ernante	" " " " " "	"	"
"	HARRIS, Leslie D. 1001 N. Carolina Ave., S.E.	Deaf	HARRIS Joseph and Hallie	" " " " " "	"	"

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of Special Education

NAME OF SCHOOL	NAME OF CHILD	DISABILITY	PARENT	RECOMMENDATION	TUITION COSTS Per Pupil	TUITION COSTS Total
Kendall	HAYWOOD, Ricky A. 634½ - 14th St., N.E.	Deaf	Fannie Clark	Placement in Program for the Deaf	$ 1,790	$ 1,790
"	HEADEN, Rosa Lee 541 Mellon St., S.E.	Deaf	HEADEN Carl L. & Rochell	" " " " " "	"	"
"	HENDON, Ira M. 5200 - 11th St., N.E.	Deaf	HENDON James & Bernice J.	" " " " " "	"	"
"	HERRING, Alvin L.	Deaf	Mary L. Herring	" " " " " "	"	"
"	HILL, Gregory Lamont 4316 - 12th Place, N. E.	Deaf	HILL Horace & Mary E.	" " " " " "	"	"
"	HOM, Leon 524 Hamilton St., N.E.	Deaf	HOM Bock M. & Martha	" " " " " "	"	"
"	HOM, Linda 524 Hamilton St., N.E.	Deaf	HOM Bock M. & Martha	" " " " " "	"	"
"	HOPKINS, Harriet 5400 - 7th St., N.W. #202	Deaf	HOPKINS Henry L. & Millie O.	" " " " " "	"	"
"	HUDGINS, Jeannette L. 3212 Walnut St., N.E.	Deaf	HUDGINS Charles F. & Annie	" " " " " "	"	"
"	HUGHES, Phyllis L. 3691 Jay St., N.E. #201	Deaf	HUGHES Persel & Juanita	" " " " " "	"	"
"	JACKSON, Kenneth Larry 4631 Blaine St.	Deaf	JACKSON Victor & Betty A.	" " " " " "	"	"
"	JACKSON, Linda Lee 3418 - 10th Place, S.E. #1-C	Deaf	JACKSON Wm. Lee & Dora W.	" " " " " "	"	"
"	JACKSON, Vernon 2328 Ainger Place, S. E.	Deaf	JACKSON Thomas & Elizabeth	" " " " " "	"	"

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of Special Education

NAME OF SCHOOL	NAME OF CHILD	DISABILITY	PARENT	RECOMMENDATION	TUITION COSTS Per Pupil	TUITION COSTS Total
Kendall	JOHNSON, Darline 10-11 7th St., S.E.	Deaf	Lucy Johnson	Placement in Program for the Deaf	$ 1,790	$ 1,790
"	JEMINGS, Mary Elizabeth James & Lillie Jemings 1011 - 7th St., S.E.	Deaf	JEMINGS James & Lillie	" " " " " "	"	"
"	KIBLER, Bruce Randall 1830 - 17th St., N.W.	Deaf	KIBLER Arthur W. & Dorothy	" " " " " "	"	"
"	KING, Maynard 4960 Eads Place, N.E. #11	Deaf	La Brent Cobert Mrs. Emma King	" " " " " "	"	"
"	LANE, Cynthia G. 4920 Nash St., N.E. #4	Deaf	LANE Matthew M. & Mae Ola	" " " " " "	"	"
"	LLORENS, Wanda E. 1101 East Capitol St., S.E.	Deaf	LLORENS Rafael & Irma	" " " " " "	"	"
"	LEWIS, Morris 112 - 46th St., S.E.	Deaf	HAMMOND Phillip & Mary	" " " " " "	"	"
"	MADDOX, Hazel Ann 336 - 63rd St., N.E. #2T	Deaf	MADDOX Marvin A. & Ruth A.	" " " " " "	"	"
"	MANUEL, Alphonso 904 Sheperd St., N.W. #26	Deaf	MANUEL Fleishman & Lessie	" " " " " "	"	"
"	MARSHALL, James 2908 - 8th St., N.E. #3	Deaf	MARSHALL James & Rebecca	" " " " " "	"	"
"	MATHEWS, Ivy Augustus 3621 - 11th St., N. W.	Deaf	Mrs. Lucille Mathews	" " " " " "	"	"
"	MAUPINS, Acquaranetta 1330 Hemlock St., N.W.	Deaf	James L. Maupins	" " " " " "	"	"
"	McCORKLE, Cammin 2004 Savannah St., S.E. #102	Deaf	McCORKLE George O. & Olivia	" " " " " "	"	"

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of Special Education

NAME OF SCHOOL	NAME OF CHILD	DISABILITY	PARENT	RECOMMENDATION	TUITION COSTS Per Pupil	TUITION COSTS Total
Kendall	MINOR, Andre 1412 Allison St., N.W.	Deaf	MINOR Irving & Marie	Placement in Program for the Deaf	$ 1,790	$ 1,790
"	MITCHELL, Crystal Renee 801 Bellevue St., S.E. #302	Deaf	MITCHELL Steadman & LaVerne	" " " " " "	"	"
"	MOORE, Tania Ann 203 N St., S.W. Apt. 202	Deaf	MOORE, Bessie P.	" " " " " "	"	"
"	MUNSON, Joel Craig 2810 - 5th St., S.E. #105	Deaf	MUNSON Robert & Marjorie	" " " " " "	"	"
"	MURPHY, Cosette Annette 809 Kennedy St., N.W. #8	Deaf	MURPHY Wayne M. & Kolytell	" " " " " "	"	"
"	NELSON, Jo Ann 4426 Edson Place, N.E.	Deaf	NELSON Thomas & Lottie	" " " " " "	"	"
"	NEWSOME, Caroline G. Nehemiah & Francoise Newsome 625 Kennedy St., N.E.	Deaf	NEWSOME Nehemiah & Francoise	" " " " " "	"	"
"	NEWTON, Chappell 1703 West Virginia Ave.,N.E. Apt. 4	Deaf	NEWTON Henry C. & Nancy M.	" " " " " "	"	"
"	NOLAN, Larry Glenn 746 Hobart Place, N. W.	Deaf	NOLAN James A. & Shirley A.	" " " " " "	"	"
"	NUTT, Pamela Denise 902 S Street, N. W.	Deaf	NUTT Wm. H. & Mattie E.	" " " " " "	"	"
"	OWENS, Jerry 3630 - 10th St., N. W.	Deaf	Mabel Harvey	" " " " " "	"	"
"	PEELER, Harold 2101 Shipley Terrace, S.E.	Deaf	PEELER Thomas & Julia	" " " " " "	"	"

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of Special Education

NAME OF SCHOOL	NAME OF CHILD	DISABILITY	PARENT	RECOMMENDATION	TUITION COSTS Per Pupil	TUITION COSTS Total
Kendall	PEELER, Kevin Gary 2101 Shipley Terrace, S.E.	Deaf	PEELER Thomas & Julia	Placement in Program for the Deaf	$ 1,790	$ 1,790
"	PEELER, Thomas Antonio 2101 Shipley Terrace, S.E.	Deaf	PEELER Thomas & Julia	" " " " " "	"	"
"	PETTITT, Marcus Lindy 2001 - 28th St., S.E.	Deaf	PETTITT James & June	" " " " " "	"	"
"	PETWAY, Eric 1326 East Capitol St., N.E.	Deaf	PETWAY Columbus & Eunice	" " " " " "	"	"
"	PFISTER, Rory Lee 2423 - 36th St., S.E.	Deaf	PFISTER Ralph R. & Edith L.	" " " " " "	"	"
"	PRICE, Angela Maria 4713 - 12th St., N.E.	Deaf	PRICE Joseph & Juanita	" " " " " "	"	"
"	PRICE, Willie 627 Que St., N.W.	Deaf	PRICE Willie & Rhoda	" " " " " "	"	"
"	PROCTOR, Gregory L. 3319 Brothers Place, S.E.	Deaf	THOMAS Carroll & Constance	" " " " " "	"	"
"	RAY, Stanley Carol 1021 - 51st St., N.E.	Deaf	RAY William & Ruth	" " " " " "	"	"
"	RECTOR, Eugene Garriet 733 Atlantic St., S.E.	Deaf	RECTOR William N. & Rowena	" " " " " "	"	"
"	SACKETT, Eugenia M. 3200 Gainesville St., S.E.	Deaf	SACKETT James H. & Beatrice E.	" " " " " "	"	"
"	SCOTT, Cornelius 1520 A St., N.E.	Deaf	Frankie Scott	" " " " " "	"	"
"	SCURRY, Larry D. 4406 Quarles St., N.E.	Deaf	Margaret Scurry	" " " " " "	"	"

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of Special Education

NAME OF SCHOOL	NAME OF CHILD	DISABILITY	PARENT	RECOMMENDATION	TUITION COSTS Per Pupil	TUITION COSTS Total
Kendall	SCUTCHINGS, Sharron 5310 Clay Terrace, N.E.	Deaf	SCUTCHINGS Marvin & Betty Jean	Placement in Program for the Deaf	$ 1,790	$ 1,790
"	SELLMAN, Brenda Viola 1519 Vee St., S.E. #2	Deaf	Vivian L. Brawner	" " " " " "	"	"
"	SHELER, Michael 2704 Wade Road, S.E.	Deaf	SHELER Lester & Eleanor	" " " " " "	"	"
"	SHIELDS, Charles Bruce 619 H St., S.W. #305 N	Deaf	CLEMONS (Foster) W.E. & Janet L.	" " " " " "	"	"
"	SIMPKINS, Donnella D. 1200 Delaware Ave., S.W.#813	Deaf	SIMPKINS George & Ruth	" " " " " "	"	"
"	SIMS, Sandra 1108 Columbia Road, N.W.	Deaf	Andrew Wilson Marie Sims	" " " " " "	"	"
"	SISTARE, Ronald Wilton 212 Wayne Place, S.E. #202	Deaf	Ronald W. Moore Dianne F. Sistare	" " " " " "	"	"
"	SKELTON, Velda Maire 318 New York Ave., N.W.	Deaf	Joseph A. Skelton Thelma V. White	" " " " " "	"	"
"	SMITH, Richard Lee 4041 First St., S.W.	Deaf	SMITH Jimmie W. & Judy H.	" " " " " "	"	"
"	SMITH, Sherman E. 2944 Nash Place, S.E. #101	Deaf	SMITH Sherman E. & Maxime	" " " " " "	"	"
"	SPROUL, Joe Nelson 619 Condon Terrace, S.E.	Deaf	SPROUL Joe Nelson & Johnnie	" " " " " "	"	"
"	SWEETNEY, Steve 755 Yuma St., S.E.	Deaf	SWEETNEY Leroy & Helen	" " " " " "	"	"
"	SYKES, Lawrence W. 320 Eye Street, S. E.	Deaf	SYKES Lawrence & Alberta	" " " " " "	"	"

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of Special Education

NAME OF CHILD	DISABILITY	PARENT	RECOMMENDATION	TUITION COSTS Per Pupil	TUITION COSTS Total
[illegible], Marshall Vernon [illegible] Ave., N.E.	Deaf	JOHNSON Clarence & Annie	Placement in Program for the Deaf	$ 1,790	$ 1,790
[illegible], Marcus Dean [illegible] Street, S.E. #1	Deaf	TAYLOR Glenn & Ida Mae	" " " " " "	"	"
[illegible], Sharon Michael [illegible] Pl., S.E. #1	Deaf	TAYLOR Glenn & Ida Mae	" " " " " "	"	"
[illegible], Johnny Lee [illegible] Hobart Place, N. W.	Deaf	THAMES Johnnie L. & Daisy M.	" " " " " "	"	"
[illegible], Sharion Denise 77 Q Street, S.W.	Deaf	TINKER Wallace & Barbara	" " " " " "	"	"
[illegible], Joseph 725 Kentucky Ave., S.E.	Deaf	Joseph L. Vincent Donna M. Greene	" " " " " "	"	"
[illegible], Jesse Douglas 3[illegible] Buena Vista Ter., S.E.	Deaf	WADE Jesse D. & Carolyn	" " " " " "	"	"
[illegible], Deborah Anita 6 Galveston St., S.W. #101	Deaf	WADE Henry J. & Florence C.	" " " " " "	"	"
[illegible], Cynthia 1025 - 4th St., N. W.	Deaf	Barbara Webb	" " " " " "	"	"
[illegible]RLI, Christine Ann [illegible] W. & Geraldine M. [illegible] Legation St., N. W.	Deaf	WEHRLI Robert W. & Geraldine M.	" " " " " "	"	"
[illegible]HLI, Joan Veronica [illegible] Legation St., N.W.	Deaf	WEHRLI Robert W. & Geraldine M.	" " " " " "	"	"
[illegible], John William [illegible] Legation St., N.W.	Deaf	WEHRLI Robert W. & Geraldine M.	" " " " " "	"	"
[illegible]H, Matthew Alcyious [illegible] Rotary Rd., N.W.	Deaf	WHALEN Richard M. & Marie	" " " " " "	"	"

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of Special Education

NAME OF SCHOOL	NAME OF CHILD	DISABILITY	PARENT	RECOMMENDATION	TUITION COSTS Per Pupil	TUITION COSTS Total
Kendall	WHITE, Christopher B. 832 Barnaby St., S.E.	Deaf	WHITE William & Gloria	Placement in Program for the Deaf	$ 1,790	$ 1,790
"	WHITE, Jacqueline Terri 5507 Central Ave., S.E.	Deaf	Charles W. White Lillie M. Johnson	" " " " " "	"	"
"	WHITE, Sandra Jeanine 1708 T St., S.E. #204	Deaf	WHITE Douglas G. & Henrietta	" " " " " "	"	"
"	WILLIAMS, Anthony Wesley 619 Rock Creek Church Rd.,N.W.	Deaf	WILLIAMS Eugene & Romaine	" " " " " "	"	"
"	WILLIAMS, Gwendolyn Vernita 1469 Ponds St., N.E.	Deaf	WILLIAMS Alvin B. & Lena B.	" " " " " "	"	"
"	WILLIAMS, Lawrence Chester 1711 Highwood Place, S.E.	Deaf	WILLIAMS Lawrence C. & Othello	" " " " " "	"	"
"	WILLIAMSON, Aaron Craig 4329 - 3rd St., S.E. #102	Deaf	WILLIAMSON Leroy & Debra H.	" " " " " "	"	"
"	WISNIEWSKI, Lillian Marie 2218 Minnesota Ave., S.E.	Deaf	WISNIEWSKI Leonard & Joanne M.	" " " " " "	"	"
"	WIREBUSH, Clyde S. 721 Anacostia Ave., N.E. #303	Deaf	Miss Betty Ann Hill	" " " " " "	"	"
"	WOOTEN, Daisy Elaine 5423 Hunt Place, N.E.	Deaf	WOOTEN James & Myra	" " " " " "	"	"
"	WOOTEN, Sharon E. 286 - 37th Place, S.E.	Deaf	WOOTEN Cornelius & Joan G.	" " " " " "	"	"
"	YOUNG, Kevin Edward 1101 - 7th St., S.E. Apt. 511	Deaf	Calvin Steward Joyce Young	" " " " " "	"	"
"	ZIMMERMAN, Richard W. 5114 - 9th St., N.W.	Deaf	MILLER Robert F. & Alice N.	" " " " " "	"	"

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of Special Education

NAME OF SCHOOL	NAME OF CHILD	DISABILITY	PARENT	RECOMMENDATION	TUITION COSTS Per Pupil	TUITION COSTS Total
Randall	ALSTON, Zara Ann 1606 K Street, N.E. #104	Deaf	ROBINSON Eugene & Mary	Placement in Program for the Deaf	$ 1,790	$ 1,790
"	CARTER, Susan Wade 320 Kentucky Ave.,S.E.	Deaf	Warner Carter Anna Wade	" " " " " "	"	"
"	GRAY, Anthony C. 1414 - 44th St., N.E.	Deaf	GRAY George C. & Romaine	" " " " " "	"	"
"	GREENFIELD, Quintin Matthew 227 - 51st St., N.E. #11	Deaf	Charles Washington Velma Greenfield	" " " " " "	"	"
"	McCAULEY, Tracey Alethia 1330 Hemlock St., N.W.	Deaf	HEADEN Robert J. & Alethia S.	" " " " " "	"	"
	NUTT, Stephanie Ann 902 S Street, N. W.	Deaf	NUTT William H. & Mattie E.	" " " " " "	"	"

Total Enrollment - 147 GRAND TOTAL: $ 263,130

after 2 pm

NAME OF SCHOOL	NAME OF CHILD	DISABILITY	PARENT	RECOMMENDATION	TUITION COSTS Per Pupil	TUITION COSTS Total
~~Center~~ [redacted] Pl.,	Learning disability children with good IQs.	Emotional		Department of Pupil Personnel Services	2,800	
62	Billick, ~~Irwin~~ Debbie 2nd yr.? 6316 - 31st Pl., N.W. P51 10,000 - 10,999		Irwin / Gloria			
232-5878 will send. 63	Davis, Alex 631 Jefferson St., N.E. P66 8,000 - 8,999		Arnold / Virginia			
64	Jordan, Christopher P51 2915 Rittenhouse St., N.W. 10,000 - 10,999		Edward / Margaret			
65	Wittenberg, Amy P85 813 C St., S.E. 4,000 - 4,999 32 children		Ralph / Clarissa			11,200
NATIONAL CHILDREN'S Leesburg, Virginia 703-777-3485	66 Taylor, Joel P71 2804 Myrtle Ave., N.E. 5,000 - 5,999	Emotional	Joseph / Joyce	Department of Pupil Personnel Services	3,000	3,000
handicapped, retarded + emotionally upset OGF OCCUPATIONAL CENTER [redacted] Riggs Rd., N.E. → (8) ~~561-7490~~ 529-8070 will send	67 Robinson, Alexander P87 1st yr. 308 Kentucky Ave., S.E. 4,000 - 4,999	Emotional	Mary	Department of Pupil Personnel Services	$ 1,000 covers total cost.	
	68 Wiggs, Ronald 2nd yr. 4222 Southern Ave., S.E. 5,000 - 5,999 P110		Elmer / Alexena DUR -	$50 a month		2,000

Sing & lists 2 others

← 2 children approved in attendance — Other children with contracts supposedly approved but not official contract

NAME OF SCHOOL	NAME OF CHILD	DISABILITY	PARENT	RECOMMENDATION	TUITION COSTS Per Pupil	TUITION COSTS Total
OVERBROOK Children's Center Arlington, Virginia (4) Wilson Blvd. 522-5600 $ day 500 month $ 1200 month	69 Freeman, Walter 6210 - 8th St., N.W. 7,000 - 7,999 P59	Emotional emotionally disturbed, inadequate, withdrawn, aloof	Walter / Mafalda	Department of Pupil Personnel Services	3,000	
	70 Murphy, Timothy 503 Oakwood St., S.E. P123 6,000 - 6,999		James / Alma			
	71 Sample, Broderick 3632 Brothers Pl., S.E. P124 6,000 - 6,999		Isaih / Minnie			
	72 Wilson, Edwin 4856 Queens Chapel Ter., N.E. 8,000 - 8,999 P67		Corim / Lillian			12,000
PERKINS Watertown, Mass. (1)	73 Hammond, Clarence 3501 - 22nd St., S.E.	Blind	Clarence / Caretha	School Health Division (DCHD)	6,000	6,000
PILOT 3301 - 7th St., N.E. (5)	Ballard, Deborah 6112 Banks Pl., N.E.	Blind	Edward / Peggy	School Health Division (DCHD)	3,000	
	Matthews, Xenthian 204 Varnum St., N.W.		Samuel / Amey			
	Taylor, Tania 1248 Underwood St., N.W.		Herman / Dorothy			
	Thompson, Tony 101 E St., N.W.		Public Welfare			

1,200 × 12 = 2400 + 1200 = 14,400

type of School time at School Tuition Grant Tuition Cost

NAME OF SCHOOL	NAME OF CHILD	DISABILITY	PARENT	RECOMMENDATION	TUITION COSTS Per Pupil	TUITION COSTS Total
PILOT (CONT)	Welch, Gladys 1114 Summer Rd., S.E.		Hattie Pittman			15,000
PARTRIDGE Gainesville, Va. 73 (1) 703 754-4191 703-754-4741	5,000 - 5,999 Favors, Eric P110 3647 Suitland Rd., S.E. Sept. 5-1969 - March 5 '70 - 3600 Oct. 8, 1969 - 500 payment by parents	Emotional	Edward / Jean	Department of Pupil Personnel Services	3,000 3,150	3,000
ST JOHN'S Child Development Center 5005 MacArthur Blvd., N.W. (5) 363-7032 Mentally retarded "trainable + educable" retarded.	74 Smith, Horace P1 1016 F St., N.W. 4,000 - 4,999 grant 75 Thomas, Antonio 4724 - 3rd Pl., N.W. P55 6,000 - 6,999 76 Washington, Janet P41 1513 Meridian Pl., N.W. 4,000 - 4,999 77 Washington, Meriam 401 Decatur St., N.W. P55 6,000 - 6,999 78 White Keith P63 6907 - 5th St., N.W. what is midwives name?	Emotional	Horace / Wilma Charles / Calvon David / Dorothy Hugh / Meriam Dorothy Banks	Department of Pupil Personnel Services tuition grey parents only	1,200 lunch 117 bus 350 1,667	6,000
ST JOSEPH'S University City, Mo. (1)	7,000 - 7,999 Jackson, Margaret 4809 Upton St., N.W.	Deaf	Robert / Mary	School Health Division (DCHD)	2,500	2,500

$1,350 — tuition for residential care for 9 months
WORKER FEELS ONLY MONEY FOR EMOTIONAL PROBLEMS not plain retarded

NAME OF SCHOOL	NAME OF CHILD	DISABILITY	PARENT	RECOMMENDATION	TUITION COSTS Per Pupil	TUITION COSTS Total
X ST. GERTRUDE'S girls, nuns staff 6+12 girls 4801 Sargent Rd., N.E. (3)		Emotional		Department of Pupil Personnel Services	630.00	
no brochure x 526-7676	79 Burnstein, Deborah 2nd 45 boarder 808 D St., S.E. P89 retarded 5,000-5,999		Wardell / Ruth			
	80 Davis, Janice 1st 45 boarder 1419 Varnum St., N.W. P48 10,000-10,999		Earl / Hattie	~~$~~ 10 months S chorus	50 per month	
6 staff 48 children	~~$~~ ~~Johnson, Lisa~~ ~~4318 - 13th St, N.E.~~ out		Robert / Esther			
$1,350 residential 9 mo. $700 day - 9 mo.	81 Nesbitt, Denise 1358 Juniper St., N.W. P62 only "educable" retarded 7,000-7,999		Simon / Celia			2,520
X ST. MAURICE Day school 5-16 415, 105 enrollment Potomac, Md. (2) 299-7303		Emotional - brain injured children		Department of Pupil Personnel Services	$ 1,000	
	82 Burge, James no welfare 5348 MacArthur Blvd., N.W. P8 8,000-8,999		Carroll / Tranquilla		Reg acad 45.	
	83 Lott, Derek no welfare 622 Allison St., N.W. P44		Thomas / Gloria			2,000
for children with "learning disability" Waiting list of those applying for grants 6-8 more						
MARYLAND Baltimore, Md. (22)	6,000-6,999	Blind		School Health Division (DCHD)	4,900	
	Abston, Joyce 516 Quakenbos St., N.W.		Bernice			
	Anderson, Aaron 121 - 59th Pl., N.E.		James / Betty			
	Black, Norma 2523 Savannah St., S.E.		Charlie / Lucille Hackney			

NAME OF SCHOOL	NAME OF CHILD	DISABILITY	PARENT	RECOMMENDATION	TUITION COSTS	
					Per Pupil	Total
MARYLAND (CONT)						
	Carr, Sylvester 1941 Bohrer St., N.W.		Peacock / Flora			
	Carter, Toni 1337 Meridian Pl., N.W.		Horace / Elma			
	Christian, Bryant 101 E St., N.W.		Public Welfare			
	Hammond, Reginald 843 Bellevue St., S.E.		Reginald / Mary			
	Hughes, Steven 301 - 37th St, S.E.		Philip / Julia			
	Johnson, Percy 717 - 49th Pl., N.E.		Percy / Mary			
	Kipps, Linda 1830 K St., N.W.		Lena			
	Lloyd, Maritza 1049 - 48th St., N.E.		Raymond / Frances			
	Mallory, Annette 101 E St., N.W.		Public Welfare			
	McGowan, Lenora 1417 Newton St., N.W.		Commer / Berthena			
	Nafpliotis, Michael 1205 - 15th St., N.W.		Constantinos / Anna			
	Plummer, Charles 307 S St., N.E.		Frederick / Rita			
	Raysor, Raymond 1025 Euclid St., N.W.		Robert / Mary			

NAME OF SCHOOL	NAME OF CHILD	DISABILITY	PARENT	RECOMMENDATION	TUITION COSTS	
					Per Pupil	Total
MARYLAND (CONT)						
	Robertson, Judith 4420 - 14th St., N.E.		Thelma			
	Shearin, George 101 E St., N.W.		Public Welfare			
	Taylor, Mirza 101 E St., N.W.		Public Welfare			
	Turner, Michael 1801 Corcoran St., N.E.		Nettie			
	Wilkerson, James 440 Randolph St., N.W.		Lawrence / Ruth			
	Young, Lawrencine 2012 Franklin St., N.E.		Lawrence / Dorothy			107,800
				SUMMARY REPORT PREPARED BY: MAMIE H. LINDO SUPERVISING DIRECTOR DEPARTMENT OF SPECIAL EDUCATION DR. STANLEY E. JACKSON DIRECTOR		

November 26, 1969

Reverend James E. Coates
Board of Education
Washington, D. C.

Dear Reverend Coates:

Our organization applauds the decision by the school board, at Mr. Julius Hobson's behest, to investigate the operation of the tuition grant system for handicapped children, with the aim of erasing inefficiency and inequity.

However, we also wish to express our whole-hearted support for the tuition grant system, which is based squarely on the premise that each American community owes an education even to those children who cannot benefit by its public school system.

Many school systems, including those of the Washington suburbs, provide grants to help defray private school tuition for handicapped children, who in the opinion of competent authorities, cannot be served adequately by the public schools. These grants should be equally available to all families, and equitably distributed, as Mr. Hobson points out.

The basic problem is how to distribute the grants, in view of the limited funds available. Perhaps the best solution is to provide a basic annual grant for all eligible children, which would be equivalent roughly to the amount spent by the public schools per handicapped pupil for the year. The recipient families would then make up the difference between the grant and the tuition charged, which would, in virtually all cases, be substantially larger. However, for those low-income families who cannot make up the difference, an additional grant should be provided from non-school sources, such as the public health or welfare department, to cover the remaining cost. The public school system should take the initiative in establishing an inter-agency arrangement (local and Federal) of this type.

If a child receiving such a grant is later provided with a public school facility adequate to his educational needs, then the grant can be discontinued. It can be expected that, as the District public school program expands and improves, the number of children on tuition grants will decrease. However, since the public schools cannot be expected to serve every conceivable variety of handicapped individual, there will always be a small portion of children on such grants.

Dr. Stanley Jackson, special education director in the D. C. schools, has been quoted as saying his department does not seek out children in order to provide tuition grants. We disagree with this passive view of the responsibility of the schools to the children they are supposed to serve. School officials should indeed seek out children who are not benefiting from existing facilities and help these children to go to private schools that can serve them. Low-income families, in particular, often need assistance of this type to receive what they are entitled to.

It should be noted that there is a severe limit on the number of tuition grants that can be distributed. This limit is because of the lack of space available in private facilities, nearly all of which are already crowded and with waiting lists that are often years long.

Sincerely,

Robert E. Stearns
Robert L. Bostick
Rosalie Iadarola

Governmental Affairs Committee
Help for Retarded Children, Inc.

cc: All School Board Members
Washington Post
Washington Star
Washington Daily News
Washington Afro-American
Dr. Stanley Jackson
Mr. Benjamin Henley
Mr. William Rich
Mr. Jim McCord

Post

CLASS OF SERVICE

This is a fast message unless its deferred character is indicated by the proper symbol.

WESTERN UNION TELEGRAM ®

SYMBOLS

DL = Day Letter

NL = Night Letter

LT = International Letter Telegram

The filing time shown in the date line on domestic telegrams is LOCAL TIME at point of origin. Time of receipt is LOCAL TIME at point of destination

UDA217 WB448

(UD) CGN PDF WASHINGTON DC 27 757P EST

1968 NOV 27 PM 8 54

JULIUS W HOBSON

300 M ST SOUTHWEST WASHDC

CONGRATULATIONS ON YOUR MANY SIGNIFICANT AND IMPORTANT SUCCESSES

HAROLD AND EUPHEMIA HAYNES

(848).

SF1201(R2-65)

western union

Telegram

LLA143 WA085 1969 NOV 23 PM 2 13

(LL) CI PDF WASHINGTON DC 23 105P EST

JULIUS HOBSON, DLY .75

300 M ST SOUTHWEST WASHDC

PLEASE COME TO ROOM 309 ARMSTRONG SCHOOL BUILDING MONDAY MORNING NOVEMBER 24 AT 9 OCLOCK AM REGARDING SAFETY FOR STUDENTS AND TEACHERS

J M COLE TEACHER

(133).

SF-1201 (R5-69)

CLASS OF SERVICE

This is a fast message unless its deferred character is indicated by the proper symbol.

WESTERN UNION TELEGRAM ®

SYMBOLS

DL = Day Letter

NL = Night Letter

LT = International Letter Telegram

The filing time shown in the date line on domestic telegrams is LOCAL TIME at point of origin. Time of receipt is LOCAL TIME at point of destination

UDA065 WB028

(UD) AV PDF WUHINGTON DC 22 1137A EST

JULIUS HOBSON

300 M ST SOUTHWEST WASHDC

PLEASE COME IMMEDIATELY MONDAY 24TH NOVEMBER 830 AM TO ARMSTRONG SCHOOL FIRST AND O STREET NORTHWEST ROOM 309 REGARDING STUDENT AND TEACHER SAFEY

A V BARNES COORDINATOR

(127).

SF1201(R2-65)

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
SUPERINTENDENT OF SCHOOLS
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

November 3, 1969

To the Members of the Board of Education
of the District of Columbia

Ladies and Gentlemen:

In accordance with the transfer policy approved by the Board at its meeting on July 7, 1969, the Acting Superintendent is submitting a report on out-of-boundary placements which have been authorized by the Secondary School Office as of October 31, 1969.

This report is forwarded for your information.

Sincerely yours,

Benjamin J. Henley

Benjamin J. Henley
Acting Superintendent of Schools

Enclosure

ECONOMIC HARDSHIPS

1.	Allen, Henry	to Randall Junior High
2.	Allen, Loretta	to Randall Junior High
3.	Bowles, Paula	from Macfarland to Rabaut
4.	Brown, Ernest	to remain at Eliot
5.	Campbell, Gayle	from Spingarn to Dunbar
6.	Carroll, Charles	from Miller to Kramer
7.	Carroll, John	from Miller to Kramer
8.	Clark, Eddie	to remain at Eastern
9.	Coleman, Samuel	from Johnson to Hart
10.	Cooper, Renee	from Roper to Banneker
11.	Duffy, Bonnie	to remain at Randall
12.	Duncan, Christine	from Douglass to Kramer
13.	Fenders, Jennifer	to remain at Paul
14.	Fitch, Kim	to remain at Paul
15.	Harris, Katrina	to remain at Terrell
16.	Heigh, Dennis	from Douglass to Randall
17.	Henderson, Paris	to remain at Paul
18.	Johnson, Mary	to remain at Paul
19.	Johnson, Stanley	from Browne to Eliot
20.	Kidd, Yvonne	to remain at Paul
21.	Miller, Maurice	from Johnson to Hart
22.	Newman, Conseulo	from Western to Wilson
23.	O'Carrol, Anthony	to remain at Terrell
24.	Renfrow, Regina	from Browne to Eliot
25.	Romeo, George	from Macfarland to Rabaut
26.	Smith, Denise	from Ballou to Spingarn
27.	Taylor, Denise	from Gordon to Francis
28.	Thomas, James	to remain at Terrell
29.	Ward, Renee	from Roper to Woodson
30.	Watkins, Tyrone	to remain at Macfarland
31.	Woodard, Leonard	from Hamilton to Eliot

PHYSICAL HANDICAPS

1.	Bucker, Beverly	to remain at Paul
2.	White, David	to remain at Woodson

SEVERE PSYCHOLOGICAL CONDITIONS THAT IMPAIR LEARNING

1.	Anderson, James	from Eastern to Western
2.	Baldwin, Rose	from Lincoln to Francis
3.	Barnett, Deborah	from Hart to Francis
4.	Buchanan, Rodney	from McKinley to Coolidge
5.	Cornick, Edward	to remain at Paul
6.	Cotton, Deborah	to remain at Macfarland
7.	Evans, Anita	from Johnson to Randall
8.	Ford, Sabrina	from Evans to Eliot
9.	Gant, Sheila	from Hart to Francis
10.	Gant, Shyrl	from Hart to Francis
11.	Graves, Vivian	from Cardozo to Roosevelt
12.	Hambrick, Dianne	from Johnson to Kramer
13.	Hayes, Lyle M.	from Lincoln to Francis
14.	Hill, Linda	from Evans to Miller
15.	Hill, Sheila	from Miller to Eliot
16.	Hinkle, Linda	from Stuart to Francis
17.	Hinkle, Shirley	from Stuart to Francis
18.	Hinkle, Andre	from Stuart to Francis
19.	Horton, Carolyn	from Browne to Eliot
20.	Humin, Elizabeth	from Eliot to Kramer
21.	Johnson, Rory	from Evans to Sousa
22.	Kemp, Joan	from Western to Wilson
23.	Lawrence, Dreamer	from Douglass to Kramer
24.	Mann, Clifford	from Hart to Gordon
25.	Marshall, Darnell	from Miller to Francis
26.	McPherson, Michael	from Johnson to Kramer
27.	Mehlman, David	from Paul to Gordon
28.	Mitchell, Brian	from Hart to Francis
29.	Moore, Brian	from Hart to Francis
30.	Morgan, Linda	from Randall to Eliot
31.	Noel, Ellen	from Hart to Francis
32.	Parker, Eldridge	from Roosevelt to Coolidge
33.	Parker, Rodney	from Johnson to Hart
34.	Pringle, Allen	from Jefferson to Stuart
35.	Scott, Rita	from Roosevelt to Coolidge
36.	Shearard, cynthia	from Hamilton to Taft
37.	Shuldiner, Reed	from Jefferson to Gordon
38.	Smith, Althea	from Hart to Francis
39.	Sours, Darrell	from Hart to Francis
40.	Sykes, Sheila	from Randall to Hine
41.	Tollison, Deborah	from Hart to Francis
42.	Tweedy, Joann	from Hart to Francis
43.	Wall, Diane	from Rabaut to Browne
44.	Ware, Paulette	from Lincoln to Paul
45.	Williams, Donald	from Dunbar to Cardozo
46.	Wood, Henry	from McKinley to Dunbar
47.	Young, Irvin	from McKinley to Coolidge
48.	Young, Leatrice	from Hamilton to Eliot
49.	Young, Lucky	from Ballou to Western

SEVERE PSYCHOLOGICAL CONDITIONS THAT IMPAIR LEARNING - TRANSFERS RECOMMENDED BY DEPARTMENT OF PUPIL PERSONNEL

1. Baskett, Robert	from Cardozo to Anacostia
2. Brooks, Norma	from Dunbar to Roosevelt
3. Brown, Robert	to remain at Hine
4. Chastka, William	from Western to Wilson
5. Cole, Denise	from Lincoln to Deal
6. Couch, Carolyn	from Cardozo to Wilson
7. Courtney, Kevin	from Deal to Johnson
8. Friou, Suzanne	from Sousa to Gordon
9. Furbush, Melvin	to remain at Roosevelt
10. Gales, Benjamin	from Backus to Rabaut
11. Glenn, Robert	from Macfarland to Rabaut
12. Harris, William	from Western to Wilson
13. Henderson, Andre	to remain at Paul
14. Hordge, Anthony	from Backus to Langley
15. Jacobs, Jerry	from Hart to Kramer
16. Mays, Reginald	from Cardozo to Ballou
17. Spells, Robert	from Cardozo to Spingarn
18. Willis, Leonard	to remain at Roosevelt
19. Woodward, Vanessa	from Banneker to Langley

DIPLOMATIC REQUESTS

1.	Davis, Merritt	to remain at Gordon
2.	Martin, Alfred	from Lincoln to Gordon

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
SUPERINTENDENT OF SCHOOLS
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

November 19, 1969

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

SUBJECT: PROMOTIONAL POLICIES

On September 24, 1969 the Board of Education received a letter from Mr. William Conley, Labor Representative, Government Workers Union Local 1, American Federation of State, County, and Municipal Employees, AFL-CIO asserting that there were several inequities in the promotional procedures used in the Transportation Service Unit. Mr. Conley asserted that these inequities had occurred to several of the Transportation Service Unit employees.

Repeated attempts have been made to obtain the names of the individuals whom Mr. Conley referred to in his letter to the Board and the dates of the occurrences. Since one and a half months have elapsed and Mr. Conley has not provided us with the necessary information for an appropriate investigation, it is not possible to determine if in fact there were inequities in the promotional procedure as charged.

It is therefore recommended to the Board of Education that this case be closed.

It is further recommended that copies of this be sent to Mr. William Conley, Labor Representative, Government Workers Union Local 1 and to Mr. John Eaton, D.C. Personnel Officer.

Respectfully submitted,

Benjamin J. Henley

Benjamin J. Henley
Acting Superintendent of Schools

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
SUPERINTENDENT OF SCHOOLS
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

November 19, 1969

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

SUBJECT: SCHOOL ATTENDANCE AGE

At the April 17, 1968 meeting of the Board of Education, the Board approved an administration recommendation that legislation be sought to lower the compulsory school attendance age from 7 to 6, effective September 1, 1969, and from age 6 to 5, effective September 1, 1970.

Legislation to this effect has been prepared by the Corporation Counsel's Office; however, due to the fact that the effective date has now passed and because of some postponements and delays in construction of new school facilities, the administration recommends that the effective dates be changed as follows:

7 to 6, effective September 1, 1970, and from
6 to 5, effective September 1, 1971.

The Acting Superintendent recommends that the Board approve changing the compulsory school attendance age as outlined above, and forward a copy of this report to Mr. Hubert B. Pair, Acting Corporation Counsel for appropriate action.

Respectfully submitted,

Benjamin J. Henley

Benjamin J. Henley
Acting Superintendent of Schools

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
SUPERINTENDENT OF SCHOOLS
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

November 19, 1969

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

SUBJECT: MIND PROGRAM
(Meeting Individual Needs Daily)

The MIND Program is based on the operational strategy that the school system should try to maintain as many pupils in the regular program of instruction as is consistent with pupil needs and the development of resources to meet those needs. At present, the MIND Program involves the following:

1,240	Elementary pupils
1,340	Junior high pupils
2,580	TOTAL

62	Elementary teachers
50	Junior high teachers
112	TOTAL

The program is operating in 50 elementary schools and 28 junior high schools.

The approach of the MIND Program necessitates a review of the role and responsibilities of the Department of Special Education and its service to handicapped children. Specific criteria should be developed to ensure that only the children with severe handicaps are placed in special classes. For those handicapped children who can be retained in the regular classroom, the Department of Special Education should provide instructive and consultative support to the regular classroom teacher. In addition, a reassessment of pupils currently in CLD classes, and other special classes, should be made so that only those children with severe perceptual handicaps are placed in special classes, and the remainder placed in the MIND Program.

The MIND Program should be a component of the regular instructional program rather than the Department of Special Education. Specially trained diagnostic teachers should be used in a screening and prescriptive function in order to give first level diagnostic screening capability and instructional feedback to the regular classroom teacher. The use of the diagnostic

teacher should become a system-wide concept instead of a Special Education resource. Within a particular school, the diagnostic teachers should be a part of a sub-team along with the school counselor, regular classroom teacher and Pupil Personnel staff member assigned to that school in order to afford the necessary checks and balances in the decision making process. When this team indicates that another level of services is needed, the Pupil Personnel staff member would make an in-depth diagnostic-prescriptive work-up and follow-through in conjunction with his intradisciplinary team members, the parent and school staff.

Pupils who are placed in the MIND Program will receive the services of a MIND teacher on a flexible programmed basis for portions of the school day as planned by the instructional staff, counselor, and Pupil Personnel staff member assigned. Inclusion in the MIND Program will be on the recommendation of the Department of Pupil Personnel Services in consultation with parents, regular classroom teachers and MIND teacher when progress in the regular classroom indicates a need for this supplemental instructional support.

Staff development for MIND teachers remains a high priority. The Office of Education has announced special grants to be made available for training regular classroom teachers to recognize and respond to the needs of handicapped children in regular classes, and every effort will be made to make use of these funds. Other sources of funding for staff development will also be explored.

Therefore, the Administration will:

1. Transfer the MIND Program from the Department of Special Education to the Division of Instruction as a part of the regular instructional program under the administration of the Deputy Superintendent. This will include the transfer of all teachers and supervisory staff as well as clerical support now working with the program as their primary responsibility.

2. Develop specific criteria for placement of severely handicapped children in special classes by the Departments of Pupil Personnel Services and Special Education.

3. Reassess all pupils in CLD and other special classes according to the newly developed placement criteria and the pupils who meet those criteria will be placed in special classes, and the remainder will be placed in the MIND Program.

4. Direct the Supervising Director of the MIND Program to prepare a statement of immediate and projected needs for equipment, supplies, space and personnel for Fiscal Years 1970 and 1971 in order to effect an orderly transfer and expansion of the program.

5. Direct the Supervising Director of the MIND Program to work with the Director of Staff Development in planning a program for training teachers in the MIND Program and explore possible sources of funds for this purpose.

6. Study the personnel requirements of the MIND Program and make whatever transfers and adjustments that are deemed necessary to ensure the smooth operation of the program.

The Acting Superintendent is submitting this report for the information of the Board.

Respectfully submitted,

Benjamin J. Henley

Benjamin J. Henley
Acting Superintendent of Schools

December 4, 1969

Mr. Julius Hobson
c/o District of Columbia Board
of Education
Franklin Administration Building
13th and K Streets, NW
Washington, D.C. 20002

Dear Mr. Hobson:

I am a graduate student at the University of Maryland pursuing a Master's Degree in Public Administration on a part-time basis.

I am currently enrolled in a seminar course entitled "Problems of Public Administration." As partial fulfillment of the requirements of this course, I plan to construct a research design which proposes to show what progress, if any, the Federal Government has made in employment of minority group individuals, specifically Negroes, since enactment of the Civil Rights Act of 1964.

I would appreciate any help in the form of ideas for further reading information, statistics, etc. you might be able to offer me in pursuing this project.

Anything you can send will be appreciated. You may use the enclosed self-addressed, stamped envelope.

Thank you very much.

Sincerely yours,

Gerald E. Courtright

Gerald E. Courtright
8828 Hunting Lane, #T3
Laurel, Maryland 20810

Enclosure

db. Sent. 12/22/69

Legal Powers

46

Government of the District of Columbia

OFFICE OF THE CORPORATION COUNSEL
DISTRICT BUILDING
WASHINGTON, D. C. 20004

IN REPLY REFER TO:
L&O:WAR:gkm

DEC 9 - 1968

LETTER OF TRANSMITTAL

IN RE: Whether rules and regulations of the Board of Education are binding upon the elected Board of Education.

THE PRESIDENT, BOARD OF EDUCATION, D.C.

Sir:

I conclude, in the attached opinion, that the rules and regulations of the Board of Education in force and effect at the time the elected Board of Education takes office will, until amended, superseded, repealed, or otherwise modified, be binding upon such successor Board.

Respectfully submitted,

Charles T. Duncan

CHARLES T. DUNCAN
Corporation Counsel, D.C.

Attachment

Leo Wright

December 9, 1968

OPINION OF THE CORPORATION COUNSEL, D.C.

IN RE: Whether rules and regulations of the Board of Education are binding upon the elected Board of Education.

The Board of Education of the District of Columbia has requested an opinion on the question of whether rules and regulations of the Board of Education in force and effect at the time the elected Board of Education assumes office on or after January 27, 1969, are binding upon the latter Board. The question is pertinent in view of the fact that on such date the present Board of Education will be replaced by a Board whose members have been chosen by election pursuant to the District of Columbia Elected Board of Education Act (82 Stat. 101; Public Law 90-292), approved April 28, 1968.

The District of Columbia Elected Board of Education Act contains no specific reference which regards to the status or availability of the rules and regulations of the present Board upon assumption of control over the school system by the elected Board. It should be pointed out, however, that the basic purpose of the Act in question is to provide a new method for the selection of members of the Board of Education and, with certain exceptions not here material, the Act does not purport to make any substantive changes in existing governmental powers, principles, or procedures. In effect, it has transferred to the District the authority to govern and administer the public schools from one board to a newly created board, but it is altered from one board to a newly created board, but it is altered

in 78 C.J.S., Schools and School Districts, sec. 106, "a school district board, board of education, or other regulatory body [is] a continuing body, which does not change with changes in its membership."

Section 2 of the Organic Act approved June 20, 1906, as amended (D. C. Code, secs. 31-101 and 31-102), vests the control of the public schools of the District of Columbia in a Board of Education, and authorizes such Board to determine all questions of general policy relating to the schools. According to 16 McQuillin, Municipal Corporations, section 46.08, "the general power to take charge of educational affairs within a prescribed territory includes the power to make all reasonable rules and regulations within the express and implied provisions of applicable law for the discipline, government and management of the schools within such area." The Board of Education being empowered, therefore, "to make rules and regulations, they must be deemed to have the force and effect of law. . . ." United States ex rel. Dennov v. Callihan, 54 App. D.C. 61, 294 F.592(1924).

Accordingly, I am of the view that validly enacted rules and regulations of the Board of Education, having the effect of law, are subject to the general rules governing municipal by-laws and ordinances which provide that, unless limited as to the time of their operation, or inconsistent with express statutory provisions, regulations promulgated pursuant to statutory authority continue in force until legally amended or repealed. (See: 1 McQuillin, Municipal Corporations, section 3.10; 5 McQuillin, Municipal Corporations, section 15.42, and cases therein cited.) To hold otherwise, would create a hiatus with respect to the authority of the elected Board to act within those areas of educational activity governed by Board regulations, a result neither intended nor anticipated under the Elected Board of Education Act.

I confidently anticipate, that public confidence can be augmented by positive action of the Congress which, has taken the legislation of the present Panel will continue to fall. Sorry and other.

Respectfully submitted,

/s/ CHARLES T. DUNCAN

CHARLES T. DUNCAN
Commissioner, Commerce, D.C.

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JT Super —

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA
PRESIDENTIAL BUILDING
415 TWELFTH STREET, N. W.
WASHINGTON, D. C. 20004

December 4, 1969

Members of the Board of Education
of the District of Columbia

Ladies and Gentlemen:

There is enclosed copy of written statements made at the Community Meeting of the Board of Education on Wednesday, December 3, 1969 at Taft Junior High School.

Very sincerely yours,

Gertrude L. Williamson

Gertrude L. Williamson
Executive Secretary
Board of Education

GLW:mdw
Enclosures
cc: Mr. Henley
Mr. Nickens
Mr. Woodson
Dr. Johnson
Mr. Rhodes
Mr. Bedford

3005 Normanstone Drive, N.W.
Washington, D. C. 20008

December 11, 1968

Mr. J. W. Hobson
300 M Street, S.W.
Washington, D. C. 20024

RE: BOARD OF EDUCATION

Dear Mr. Hobson,

I have followed the headlines through the years covering your statements and activities on education in the District of Columbia. I have a big stake in what you think and do because I happen to live here because I like the place--I am self-employed and could just as easily live in Virginia or Maryland. I send two children to a District public school because I believe in the public school system. I came from a land where we had no racial discrimination or consciousness--in fact, all the blacks I knew were married to whites. Yes, I am white and we have many friends of your color because we pick our friends on the basis of mutual interests and compatility and the same goes for our children.

I'd seriously like to know why you seem to be so set on certain school policies--I say "seem" because I know from personal experience that the press can convey a slanted and wrong impression by quotes out of context, etc. I must admit I do not agree with most of your white supporters several of whom I know quite well. Most of them are what I call psendo liberals--they rave and rant about our school system and are active in all the "do good" organizations involved, but they do not care enough to send their children to our schools. Incidently, if the story is correct, you allegedly send your children to private schools which frankly, if true is a disappointment to me. This is a free country and I defend and endorse personal decision but, Mr. Hobson, we have far too much hypocracy in this land and that I do not condone.

Regarding your views. You are the main opponent of the track system. I cannot understand your attitude becuase it seems to me that in this perilous and competitive globe of ours, our nation must encourage excellence--it is good for all. We cannot afford to hold

back the superior children, black or white, because if we do we will all be at level of the lowest common denominator and all will suffer. I say this in all objectivity because my children are not in superior grades. In fact, my wife and I have spent countless hours pleading, berating, and working to get them to keep up with the average level. Incidently, Mr. Hobson, our civilization is built on the "family" and there is really no substitute for the work parents have to do for and with their children--you nor I nor the Federal Government can take over the responsibility of parents. But I cannot endorse any teaching program that says all the children in any children's classes must be held down to their level. We are all different, thank God, and some excel in one endeavor and others in another. So, I sincerely would like to know why you want all stamped in the same mold level--it seems to me you certainly are living proof that we are not.

The next question and that is your sponsorship of bussing to eliminate de facto segregation. I cannot comprehend this stand in a city where through larger families and greater numbers and flights to suburbs and transfers to private schools the white child is in a hopeless minority. I can assure you my children do not have one iota of color consciousness--and they had better stay that way as long as they have me around. I have asked my children about those who are being bussed in and the answer is that as far as the kids are concerned they are the same as the rest but as for getting to know them, this is most difficult since there are just so many hours in the day and bussing takes time so the kids arrive at 9 and leave at 3 and one doesn't have much opportunity to get to know anyone in the classroom. Do not get me wrong, I am not saying that some schools should be over-loaded and others underloaded with students. What I do say is that I am against hauling kids all over the lot in busses spending hours on wasted transportation, uprooting from their neighborhoods, and generally disrupted and wasting much time, for what?

You have criticized the unequal allocation of funds. I cannot challenge this view but I do question the accusations that N.W. schools have libraries and others do not. Again, this may be true but this is not so much due to preferred "appropriations". It seems to me, we have all been discriminated against because the P.T.A. and parents have provided books, etc., for the school my kids go to. Incidently,

I have for years made donations to our P.T.A. for activities involving the Morgan School and while I do not begrudge the contributions I do frankly, think they should not be necessary. As I recall your friend Judge Wright was most critical re the libraries in the N.W. which considering the true circumstances was I feel unfair.

You have made many public statements re community control or involvement--I'm uncertain as to what you do endorse. But, I question our qualifications and the end results if we all go injecting ourselves with the running of our schools. I am in a very unique form of business endeavour and I shudder to think what would happen if the people involved in my business activities had a say in management. One thing I am sure, I'd be out of business very soon. God knows our harassed and belabored teachers have enough problems. But, I am open to discussion and argument and perhaps I am all wrong.

Next is the question of discipline. One of my close friends is black and his wife, a most talented women, is a teacher in a District school. She tells me that discipline is the number one priority need--and she bases her opinion on both black and white children. Maybe I'm old fashioned, I never went to school beyond the age of 15 but I was better educated at the age of 15 than most college graduates in this country. And the rod was not spared, thank God, because I know my education would not have been as good as it is if I had not only respected my teachers but also knew if I slacked off I'd get flogged. I think we've allowed permissiveness and sentiment to completely confuse our children. Of course, this is by far the easiest way--and I bet the kids know in their hearts that if we really cared we would exert disciplinary measures. But how do you feel? Some of the press comments I've read would seem to indicate you will disagree with me.

Finally, what about our teachers? Again, if what I have read is true, and what I read re the Skelly - Wright decision, you have definite ideas re integration and transfer of teachers. Here again, I am confused. This is a free country, or at least it is supposed to be. I know if I was a teacher, I'd change my profession if I was subjected to half the troubles our teachers encounter--black and white. We all develop "roots" and are creatures of habit and our environment. Why then should we expect our teachers to be pawns of our moods and our ideas and be shunted from "pillar to post"

from one school to another? Again, I'm searching for information because I certainly can be wrong.

This has been along letter, Mr. Hobson, but it is written by a concerned parent who wants to continue to live here in spite of our cities' problems. Who wants to keep his children in the public school not because he cannot afford a private one but rather because he believes in our public school system. Yes, I am concerned, not only about our schools but also about all aspects of our society because if we don't find the right answers then God help all of us, black and white.

Sincerely,

John K. Evans

JKE/mw

UNITED STATES COMMISSION ON CIVIL RIGHTS

WASHINGTON, D.C. 20425

December 23, 1968

Mr. Julius Hobson
300 M Street, S. W.
Washington, D. C.

Dear Mr. Hobson:

You have December 27 and 28 marked on your calendar for the Washington D.C. Student-School Board Conference, a first in the Nation. We are giving you last-minute, detailed information for your comfort and planning.

The location is Manresa Conference Center located on the banks of the quiet, beautiful Severne River in Annapolis. Those staff, planning conference committee members, and facilitators who have visited Manresa are enthusiastic about its atmosphere, semi-private room accommodations, and menu.

The conference, as you know, will follow workshop designations by color code rather than topic areas. Each group will determine the topics to be discussed and the priority list of consideration. You are free to move from one workshop to another, although we realize that any one workshop would prove to be of great interest and fascination for the total seminar. We do, however, invite you to take advantage of exposure to more than one group.

The workshop facilitators come with expertise and skill from broad based backgrounds of working with youth and are able to relate well to them. We consider ourselves fortunate to have such outstanding and committed men and women participating in such vital roles during this conference at this season of the year.

We would be happy to provide your transportation to and from the conference. We have chartered buses to make this short trip to Manresa Conference Center leaving Lincoln Junior High School and Anacostia Senior High School at 9:00 a.m. on Friday, December 27. We suggest you board the bus most convenient to your residence.

387

This conference promises to be a most valuable experience to all parties concerned with the Nation's Capital serving as a model school system. We are aware of your commitment to this thesis and look forward to seeing you at Manresa.

Most sincerely,

Barbara L. Simmons

(Mrs.) Barbara L. Simmons
Conference Co-ordinator

Enclosure

Washington D. C. Student-School Board Conference

D. C. Advisory Committee to the
U. S. Commission on Civil Rights

Roy Littlejohn, Chairman
Rev. E. Franklin Jackson, Vice Chairman
Mrs. Henry Munroe, Secretary
Mr. Eugene Davidson
Mr. Clarence C. Ferguson, Jr.
Dr. Duncan Howlett
Mrs. Clarence H. Hunter
Mrs. Deborah L. Matory
Mrs. Nellie W. Mayers
Mr. Paul E. Miller
Miss Flaxie Pinkett
Mr. Joseph L. Rauh
Mr. Edward E. Saunders
Mrs. Ruth Stack
Miss Jean Walton

Washington Institute for Quality
Education

Mrs. Justine Lower, Chairman
Mrs. Jean Catchings, Secretary
Mr. James A. Washington, Treasurer
Mr. Julius Hobson
Mr. Warren W. Morse
Rev. Henri A. Stines
Father William A. Wendt

Conference Planning Committee

Barbara Lett Simmons, Conference Co-ordinator

Mr. Willie Hardy
Mrs. Clarence H. Hunter
Mrs. Justine Lower
Mrs. Deborah L. Matory
Mrs. Nellie W. Mayers
Mrs. Peg Paul
Miss Flaxie Pinkett
Mr. Edward E. Saunders
Mrs. Ruth Stack
Miss Jean Walton

At Large

Mrs. Anita F. Allen
Mr. Julius Hobson
Dr. John A. Sessions

Wards

Ward I	Mr. Nelson C. Roots	Ward V	Mrs. Mattie G. Taylor
Ward II	Mr. John H. Treanor, Jr.	Ward VI	Mrs. Martha Swaim
Ward III	Mr. Albert A. Rosenfield	Ward VII	Mr. Edward L. Hancock
Ward IV	Mrs. Muriel M. Alexander	Ward VIII	Rev. James E. Coates

MODEL INNER CITY COMMUNITY ORGANIZATION, INC.
1901 Eleventh Street, N. W.
Washington, D. C. 20001
387-6966

December 4, 1968

Mr. Julius W. Hobson
4801 Queens Chapel Terrace, N. E.
Washington, D. C.

Dear Mr. Hobson:

The Advisory Committee to the Shaw School Planning Project had its first meeting on Wednesday, November 27. At that time a progress report was made on the status of community involvement in planning the new Shaw Junior High School. A copy of our first working paper is enclosed.

The general reaction of the Committee to our initial efforts was favorable. Additionally, two specific recommendations were made:

[1] That some emphasis be placed on developing a philosophical basis for any innovations which may be suggested as a result of this project.

[2] That greater contact with the District Office of Program Coordination be established so as to insure the realistic development of community facilities being recommended for inclusion in the school building.

The project now continues into the concept formation phase. Involvement of community groups will be encouraged through the process of meetings, a major contest for students at the Shaw School, and through additional visits to schools by students and teachers. The second major report reflecting the findings of this phase will be made in mid-December. At that time we will mail that report to you and ask that you attend another meeting of the Advisory Committee.

Sincerely,

Mario E. Bryan
Executive Director

Enclosure

SHAW COMMUNITY SCHOOL STUDY

PAPER NO. 1

OVERALL PURPOSE:

To involve the students, teachers and community in as direct a way as possible in the planning of the school.

To plan a building that will be accessible to the community as a whole and allow it to function as a true community focus.

To plan a building that will allow change to take place easily when curriculum and technology change.

INTRODUCTION:

Working Paper No. 1 reports on the research and field trips in the first part of the project.

Part I summarizes the research into community schools and the result of the field trips to New Haven and New York City. There are very few examples of schools built as community schools and operated by the community. However, the problems are those of separation of facilities in use from those not in use and that of responsibility. At I. S. 55 in Brooklyn, we found that the community (although this is in the Ocean-Hill Brownsville Community) is not allowed to use the school facilities because of a lack of responsibility invested in the user groups. This is also true in many D. C. Schools for the same reason and because it is difficult to close off other parts of the school. Therefore, Part I categorizes the different elements of the school into groups characterized by its relationship to community use. It also lists the different ways in which the community can assume responsibility for

shared facilities - either through a community organization or under school board control.

Parts II, III, IV expresses the kind of educational and technological innovations that we need to take into account in planning the Shaw School. These are only some of the directions that curriculum changes and technology can take. There will be certainly new programs developing for the District Schools. However, it seems likely that the present trends in individualized instruction and more relevant curriculum will continue. The important point in the planning of the school is that the structure, especially in the general learning areas must be flexible and changeable - i.e. no permanent walls or fixed mechanical systems to obstruct changes in group sizes. The school structure will last 40-50 years or beyond any curriculum thinking being done now. The physical structure must encourage change and allow it to happen gracefully.

Parts V and VI begins to define questions that will continue to be explored throughout the study period. Curriculums and technology will change but there will be an increasingly active role for the student in decision making. The need to break down the monolithic building and administration into smaller units is constant.

THE STATE OF THE ART

I. COMMUNITY - SCHOOL RELATIONSHIP

A. Areas limited to the students of the school (primarily academic areas)

1. Areas:

-classrooms or equivalent teaching spaces.
-science laboratories.
-Individual study area (if separate from the library).

2. Characteristics: Maximum privacy - minimum community contact.

B. Areas for adult or continuing education and job training.

1. Areas:

-shops
-home economics laboratories
-typing and business education
-music and art
-language laboratory
-limited amount of general classroom space

2. Characteristics:

-direct community access
-can be open separately from the rest of the complex
-contain necessary washrooms and coat rooms for public use

C. Areas for recreation and use by general public

1. Areas:

-recreation facilities including outdoor areas
-auditorium including stage and performing areas
-library (local branch of public library)
-cafeteria (if there is one)

2. Characteristics:

-prominent public position
-direct public access
-can be open separately from the rest of the complex
-contain necessary wash rooms, coat rooms, and dressing facilities

D. Possible related community facilities

1. Areas:

-day care facilities
-health clinic for neighborhood to provide comprehensive family medical care as well as meet student needs
-legal aid office
-employment office and job training center
-welfare office
-elderly center
-teen center, boys' club or other
-commercial related to the complex
-available offices and meeting rooms for community groups as well as office space for those groups concerned with the operation of the complex
-privately operated restaurants and snack bars as possible substitutes for the school cafeteria
-speculative housing, office, or commercial space as part of the complex (i.e. Educational Construction Fund of New York City)

2. Characteristics:

-create a major community focus
-encourage maximum use of all facilities, twelve to fifteen hours a day, seven days a week, twelve months a year
-integration of the student back into the community to make his activities more relevant, more normal
-keep people aware of the available facilities and activities
-keep people aware of and informed about the problems of the school complex to enable them to make a knowledgeable contribution both to the solution of school problems and to the continuing growth and change of the school.

E. Community involvement in the on-going process of the school complex

1. Academic:

-teachers and administrators
-para-professional local employees for supervision, clerical, teachers' aids, guidance, tutoring, special courses.

2. Shared Facilities: the problem of responsibility for and control over maintenance and supervision of these joint use areas.

-School board control:
The New Haven community schools are controlled and operated by the board of education through a city-wide director of community schools and community oriented assistant principals with the the help of city-wide and neighborhood citizen advisory boards, other city agencies, and private groups.

-Community Control:

One possible alternative is direct community responsibility for and control over the non-academic portions of the complex. The joint-use facilities would be leased to the school for its use during regular school hours and be at the discretion of the community for the remaining time. The controlling council might delegate the actual operation of certain facilities to other city agencies (i.e. public library, department of recreation), to private groups (art, drama) or to private industry (shops). If the community is willing to accept the responsibility for the facilities, the use of the complex can be made more responsive to local needs and desires.

II. EDUCATIONAL INNOVATIONS:

A. Team Teaching

1. Physical effects:

-academic space divided or divisible into areas for large groups, small groups, and individuals with space for teachers' conferences and preparation
-The classroom is eliminated as a fixed unit.
-The library is expanded to handle multi-media materials with listening rooms and special work rooms. The carrels or individual student work areas are often in conjunction with the library for easy access to the materials.

2. Technology required:

-audio-visual equipment available for large group presentations
-audio-visual equipment available for individualized use and teacher preparation

3. Inter-personal effects:

-a cooperative teaching effort with a hierarchy of personnel, thus teachers are more visible
-a delineation of staff function based on differences in personal interests and experience
-teachers given time to plan and prepare lessons
-use of para-professional assistances in preparation, research, student supervision, clerical work to relieve teachers from periferal duties
-offers advancement within teaching for good teachers as well as internship for new teachers
-emphasis on student as an individual and thus the student-advisor relationship gains added importance
-places greater responsibility on student
-student exposed to more teachers

4. Other effects:

-team teaching may cross disciplines or be confined to single subjects
-scheduling must be flexible to allow teams to organize time for the best results
-there must be a training period to prepare teachers for the transition to the new system

A. The Non-Graded School

1. Interpersonal effects:

-emphasis on the student as an individual, allowing him to proceed at his own rate in each subject
-advisor-student relationship assumes greater importance
-avoids labeling students as failures by non-promotion

2. Other effects:

-in large measure changes the classification and grouping of students from a system based on age to one based on ability
-there should be a training period for teachers before the new system is implemented.

III. TECHNOLOGICAL INNOVATIONS: radio, television, overhead projectors, film strips, movies, tapes, controlled readers, talking typewriters, video-tape recorders, computer-assisted instruction.

A. Physical effects:

1. expanded library to handle multi-media materials with work rooms and listening-viewing rooms

2. sufficient space in the floor available for cables, outlets, and unknown future electronic demands (SCSD recommends 36")

B. Effects on Teaching:

1. large group presentation methods are presently in wide use

2. numerous individualized presentation methods have been tried on a small scale but are still too expensive to have gained wide acceptance

3. allow teachers to devote more personal attention to students

4. bring to the student a more complete view of a subject that cannot be demonstrated at school or adequately described in verbal form

5. provide an expertise in an area in which a teacher is not thoroughly competent

6. allows students to learn at their own rate through individualized programmed instruction

7. machines themselves provide an initial motivational stimulus for the students

IV. FLEXIBILITY

A. Spatial variety:

1. a variety of fixed space sizes and functional capabilities can provide flexibility through options available in their use

2. areas may be quite specific (i.e. vocational shops, lecture halls), or capable of multi-use

B. Immediate change:

1. moveable walls (accordion, folding panel)

-mechanically operated:

used in large spaces (auditorium, gymnasium), they can be heavier and thus more sound proof when necessary than manually operated walls

allow maximum use of large expensive facilities

-manually operated:

should be easily moveable by the teacher or a student

ideal for team teaching where large and small spaces are needed and cooperation is insured between the two or more teachers affected

-general effects:

permits great flexibility of scheduling

presumes that the resulting enlarged or reduced spaces is appropriate for the desired use

2. moveable furniture

-provide visual but little, if any, acoustical separation
-should be able to be easily and quickly moved by the teacher or a student
-applicable to use in an open plan or within a classroom or library

3. schools without interior walls (open plan schools)

-provided flexibility of use within a largely amorphous space
-must be appropriately acoustically treated to allow a variety of activities to take place within it simultaneously

C. Change over time:

1. modular construction

-separate structure and space dividers in loft type space permit great freedom of rearrangement as needs change
-freedom of movement determined by basic module (SCSD suggest 4" x 4"; most office buildings use 3'6" x 3'6" to 5' x 5')
-relatively characterless space and a general sameness of the unstructured space

2. demountable walls (with modular construction)

-have been proven effective in office design
-encourage change because of their impermanence
-can be changed over a weekend

3. relocatable and mobile school facilities

-self-contained units are suitable for small general or specialized learning spaces
-frequently used during transition periods of construction or rapidly changing student enrollment
-can bring extra facilities to the school on a temporary or rotating basis (i.e. book mobile)
-could have selected school facilities tour the community to bring the resources to its members

4. expansion

-always an unknown quantity
-must be considered in the initial planning since the configuration of the school and site planning can facilitate or prevent satisfactory expansion
-modular or systems approach to construction is often helpful

V. STUDENT IDENTITY: The attempt to break down the bigness and impersonality of the school by giving the student smaller groups with which he can identify, and to which he can belong, Traditionally, a student has only been able to identify himself as a member of a grade or class. Non-graded schools and the elimination of the classroom as a fixed unit remove these sources of identification. New relationships are needed.

A. House plan or school within a school

1. satelite cafeterias

2. house clubs, publications, and intra-mural athletic teams

3. separate common area (lounges)

4. A separate group of advisors or counselors and oftern administrators

B. Pittsburg Great School Plan: continues the breakdown within the houses into group study areas containing a carrel for each student

VI. STUDENT PARTICIPATION: Students are more responsive to a school when they have a stake in it, when it is responsive to their needs and thus relevant to them.

A. Student participation in the planning process

B. Student responsibility for and control over certain in-school activities (i.e. study hall, common rooms, clubs and publication rooms, cafeteria)

C. Student responsibility for and control over certain after-school activities (i.e. Eastern High School's Modern Strivers)

D. Student participation in community groups operating the non-academic portion of the complex

May 14, 1969

Memorandum from: Mr. Gilbert L. Sipes
Assistant Superintendent
Public Schools Division

We are nominating Mark Mr. Samuel E. Tower to receive, at this Spring High School, an outstanding principal. I would welcome of Denver select the the best possible choice.

Included as Mr. Tower:

(1) has served six years the five years,

(2) has earned the respect of and exceptional positive rapport with the staff, students, parents, and community,

(3) has participated in community and neighborhood projects,

(4) has initiated and inaugurated a method of developmental program for Black students,

(5) has made a very strong contribution to the area of better pupil adjustment in the school and community,

His assignment to Gary is quite centrical principal until always a smooth continuous and effective administration.

We think that Mr. Tower's suitability is in an exceptional principal stems from his training and experience in Punk Junior High School, a person authorities long the school problems and his

Dr. [illegible] A. [illegible]

[illegible]

operation of this school and its community would [illegible] a period of training, and this would retard the educational progress.

We hope that you will see fit to grant this request.

Larry L. Hills, Jr.
Principal

Dorothy W. Harris
Assistant Principal

cc: Board of Ed. Members
Dr. Manning
Mr. Bailey
Mr. Hinkson
Mr. Dyson

MODEL INNER CITY COMMUNITY ORGANIZATION, INC.
920 U Street, N. W.
Washington, D. C. 20001

May 5, 1969

Mr. Julius W. Hobson
300 M Street, S. W.
Apt. 510
Washington, D. C.

Dear Mr. Hobson:

We are sorry that we were not able to meet with Members of the Board of Education Thursday, May 1, to discuss the results of the community planning project that has been conducted by MICCO in cooperation with Shaw students, teachers, and parents for the new Shaw Junior High School. However, we will be looking forward to meeting with you in the near future.

In the meantime, enclosed are some summary materials on the Shaw School Project that we would like you to look at.

Thank you.

Sincerely,

W. E. Fauntroy (ms)

Reverend Walter E. Fauntroy
Executive Director

WEF/jbh

Enc.

SUMMARY OF SHAW SCHOOL PROJECT

In September 1968, MICCO was awarded a $25,000 grant from the Educational Facilities Laboratories for the purpose of helping the Shaw community to do planning for the new Shaw Junior High School. EFL shared MICCO's concern about the involvement of community students, parents and teachers in school planning so that the school design will reflect the needs and desires of the community.

MICCO's responsibilities in carrying out the project were:

(1) To engage a professional team composed of an educational facilities planner, architects and a cost estimator who would work along with teachers and students within the Shaw School, and parents of the students there. In addition, students and parents of elementary school students who will be attending Shaw in the future were contacted. Together, these persons would act as a planning team.

(2) To coordinate generally the activities of this team with those of school personnel; and specifically, with the Model School Division.

(3) To insure that the final product evolving out of this planning process was a design program for the school which could be measured against, and if necessary influence, the scope already developed by the school department for the new school.

The project was structured around three major stages: Research and Method, Preliminary Concept Formation, and Final Concept and Design Program.

During the first stage of the project, materials on school planning and new ideas in curriculum planning were surveyed by team members and MICCO staff. Students and teachers at Shaw were exposed to these ideas in group sessions where films and slides were shown, and on field trips to new schools in the Washington area and in Philadelphia. Informal interviews were held with students, teachers and administrative officers in order to elicit some of their initial ideas about what they wanted to see in the new school.

During the second stage, professional team members began translating these ideas into a preliminary concept design which could be used to elicit further reactions from community groups. A complete slide presentation and a model were developed as the primary means of communicating this preliminary concept. A contest was held at the school where students submitted either drawings or essays expressing their ideas.

Based on reactions to the slide show and model, and contest entries, a short questionnaire was developed as a means of getting even wider student reaction. The results of all of these questionnaires, as well as information discussed at meetings were used to form the final design program for the school which is contained in the final report.

Major findings of the report include:

(1) The new Shaw School is envisioned as a "real" locus for community activities. As such, emphasis must be placed on providing flexible spaces which can be used by all age groups, especially in recreation areas, and in workshop areas. New programs must be developed concurrently to meet the demands of residents.

(2) Students as well as teachers expressed strong concerns about lack of space for individual study. In response to this, the proposal includes a large library having areas for individual study for students, and work areas for teachers. These innovations relate directly to new trends in teaching methods.

(3) Problems of discipline and control with students often stem from a feeling of dissociation. The proposal attempts to reduce this feeling by dividing the school into smaller units or houses, wherein students and teachers can identify with each other more readily. In addition, a student commons area is provided as a place in which students can feel relaxed and free to use as they choose.

[illegible] and Rhode Island Avenue, N.E.
Washington [illegible]

[illegible]

[illegible]
Issues and Supervision
Model Secondary Division
Presidential Building
Washington, D.C.
[illegible]

[illegible]

This letter is a request that Mr. [illegible] counselor at Shaw Junior High School, be appointed [illegible] vacancy created by the promotion of the present [illegible] (male). Such an assignment would assure a minimal [illegible] School procedures and eliminate student [illegible] and methods at the end of a school year. [illegible] underlie our request are presented on the attached [illegible].

We trust that due consideration will be given [illegible]

Respectfully [illegible]

[illegible]
[illegible]

[illegible]
[illegible]
[illegible]
[illegible]

[illegible]

[illegible]

FACT SHEET

April 28, 1969

Mr. Earnest R. Devoe:

1. Has been appointed junior high assistant principal and is currently awaiting assignment to a specific school.

2. Has served three years as teacher of social studies and two years as counselor at Shaw Junior High School; therefore, he is well acquainted with Shaw's unique character.

3. Has taught for three years in Maryland high schools, and he is therefore, cognizant of the junior high school students' future educational needs.

4. Is known, respected, and trusted by the student population, faculty, parents, and community of Shaw Junior High School.

5. Has received special training in the development of programs for inner-city and disadvantaged students.

6. Has initiated several worthy programs for the development of the student population.

7. Has participated actively in community projects (MICCO, Neighborhood Center #1, Urban League, Future for Jimmy Shiloh Tutoring Program.

8. Received in 1959, the Faulk Foundation Fellowship for graduate study in political science at Howard University.

9. Received, as the result of a demonstration lesson in the 1968 Model School Summer Institute, an offer as a resource person in the Boston Public Schools, inner city division.

10. Served as a member of the City-wide Planning Committee for the 1967-68 Teachers Institute.

11. Attended the 1968 NDEA Institute for Disadvantaged Youth.

12. Has had special training in teaching difficult students in the Secondary Schools.

13. Screens all new pupils entering Shaw and is responsible for pupil-clearance of all pupils leaving Shaw.

14. Serves on the Shaw Junior High School Principal's Organization Committee.

April 2, 1969

F A C T S

About Shaw Junior High School

Do you know the real facts about Shaw Junior High School?

I. Administration
   a. Four different principals in the last five years
   b. Four different assistant principals in the last five years
   c. Approximately seventy-five percent new faculty since 1960.

Note: The present staff has developed excellent cooperation and deserves everybody's support. We want them to remain.

II. Student Dress
   a. School furnishes shoes and clothing in cases of need
   b. Dress standards are based upon good grooming necessary for employment.
   c. Mini Skirts----
      The Student Council set skirt lengths at not more than five inches above the knee.

III. Student Control
   a. The student body is represented on the Asst. Superintendent's City-Wide Junior High School Council.
   b. The Student body has representatives on MICCO'S Committee for the new Shaw.
   c. The Student Council persuaded the Food Services Division to improve the school cafeteria.
   d. Building discipline--
      The building is orderly.
      Outsiders do not disrupt.
      Teachers are not required to discipline severe cases.
      No disciplinary action is taken without parental knowledge.
      Frequent character-building assemblies.

IV. Culture
   a. The students are exposed to cultural assemblies featuring artists sent by the Model School Division.
   b. Frequent assemblies feature and develop student talent.
   c. Field trips for cultural and educational purposes are regular.

V. Activities for Students
   Students are encourage to participate in any of the following clubs:

Art Enrichment	Jr. Honor Society	Science
Band	Jr. Red Cross	Spanish
Class Sponsor	Intramurals	Stage Crew
Future Teachers of America	Metal Crafts	Student Council
Three Glee Clubs	Photography	

(over)

V. Activities for Students (continued)

2. Student Talent Show is being organized.

VI. Improved Education

Shaw Jr. High has the following features of quality education:

1. Resource Program of Individualized Instruction for Underachievers
2. SRA Reading Improvement Program for all Students
3. Mathematics Laboratory
4. Foreign Language Laboratory
5. Partial Communications Laboratory
6. Special Program in Science
7. Typing and Foreign Language for Seventh Graders
8. Full-time Reading Clinician
9. African History, Art, Music and Literature
10. Sewing for the Mentally Retarded from the Neighborhood Elementary Schools.
11. Law Program taught by law students.
12. School Library Programs--
    - Educational Movies
    - Audio-visual and Self-study Program
    - Library Skills Training Class
    - Resource Center for Teachers
    - Building Professional Library for Teachers.
    - Resource List for Teachers

VII. Supportive Services

1. Resident Home for Girls, the only one of its kind in the nation.
2. Pupil Personnel Team
3. School Psychologist
4. Speech Therapist
5. School Psychiatrist
6. Funds from Titles One and Three
7. Paid Employment for Students within the School (Work Scholarship)
8. Tutoring classes at the YWCA, RISING MT. ZION BAPTIST CHURCH and FIDES HOUSE. Also the PUPIL HELP PUPIL TUTORING PROGRAM.
9. A branch of Pride Incorporated.
10. Project Man
11. Widening Horizons

Every day is OPEN HOUSE DAY at Shaw Junior High. Congressmen, Foreign visitors and educators from all over the nation want to see Shaw Jr. High. The school has received praise for the programs it offers, the appearance and conduct of its students and the loyalty of its staff. Shaw is now conceded to be the best equipped and best disciplined junior high school in the city.

We heartily endorse the progressive administration, the faculty and staff of Shaw Junior High School.

The Mothers and Fathers Club
of Shaw Junior High School

Dear Mr. Hobson: Have a joyous Christmas despite Little Congressman Broyhill. When you are attacked by him you must be doing the right thing. Best wishes,

Billie Helzel

December 21, 1969
3625 Yuma Street, N. W.
Washington, D C. 20008

Dear Mr. President:

The hostility demonstrated in the press recently by Congressman Joel Broyhill (Republican from Virginia) toward our most outstanding citizens of the District of Columbia should disqualify him as a member of the House District Committee which has economic life and death over Washingtonians.

The Honorable Walter Washington, appointed by you as Mayor-Commissioner of the District of Columbia, Mrs. Willie Hardy, creative innovator of a hospitality house for the poor and JOBS WASHINGTON, Mr. Julius Hobson, elected to the Board of Education by the largest number of votes cast to elect a member, and Mr. Marion Barry, head of and responsible for PRIDE, INC., an extremely successful endeavor to involve young people in financial responsibility, and funded by a Secretary of Labor appointed by you, are citizens who have dedicated many, many years of their lives to assist all of us here in W ashington, and help make our home town a model city.

As a fourth generation Washingtonian and resident, I resent the attack upon our representatives and upon your Administration and Secretary of Labor Shultz, in your attempt to solve the dilemma of our residents who are hungry, underemployed, ill housed, ill clad, under-educated, hopeless and fearful.

Congressman Broyhill knows he can attack any official or resident of the District unjustly because we have no voice to repudiate these attacks upon the Floor of the House. When he attacks the White House and presidential appointees, however, he has I suggest enagaged powerful enough forces to relieve him of his duties on the House District Committee. May I respectfully suggest that you reply to the ill informed congressman for your Administration and for the residents of the District.

This is one more example of our great need for representation in the Congress, which has so often been promised us by every Administration over decades.

With best wishes to you and your family for a Christmas filled with joy,

Sincerely,

Wilhelmina Helzel
Mrs. Fred Z. Hetzel
Women's Int'l League for Peace and Freedom

The President of the United States
The White House
Washington, D. C.

And The Post

December 21, 1969
3625 Yuma St., N. W.
Washington, D C. 20008

Editor
Letters to the Editor
THE EVENING STAR NEWSPAPER
2nd and Virginia Avenue, S. E
Washington,D. C.

Dear Sir:

The hostility demonstrated in the press recently by Congressman Joel Broyhill (R-Va.) toward our most outstanding citizens of the District of Columbia, should disqualify him as a member of the House District Committee which has economic life and death over W ashingtonians.

The Honorable Walter Washington, appointed by the President of the United States, as Mayor-Commissioner of the District of Columbia, Mrs. Willie Hardy, creative innovator of a hospitality house for the poor and JOBS WASHINGTON, INC., Mr. Julius Hobson, elected to the Board of Education by the largest number of votes case to elect a member, and Mr. Marion Barry, head of and responsible for PRICE, INC., an extremely successful endeavor to involve young people in financial responsibility, and funded by Secretary of Labor Shultz, appointed by our Republican President, are citizens who have dedicated many, many years of their lives to assist all of us here in Washington, and help make our home town a model city.

As a fourth generation Washingtonian and resident, I resent the attack upon our representatives, the White House and Secretary of Labor Shultz, in their attempts to solve the dilemma of our residents who are hungry, underemployed, ill housed, ill clad, under-educated, hopeless and fearful.

Congressman Broyhill knows he can attack any official or resident of the District unjustly because we have no voice to repudiate these attacks upon the Floor of the House. When he attacks the White House and presidential appointees, however, he has, I suggest engaged powerful enough forces to relieve him of his duties on the House District Committee. I respectfully suggest to the Administration that a reply from the White House is in order to the ill informed congressman which will also speak for the majority of the residents of the District.

This is one more example of our great need for representation in the Congress, which legislation has so often been promised us by every Administration over the past decades.

Sincerely,

Mrs. Wilhelmina Hetzel

[illegible]

[illegible]

[illegible]

FORER AND REIN
ATTORNEYS AT LAW

JOSEPH FORER
DAVID REIN

711 FOURTEENTH STREET, N. W.
WASHINGTON, D. C. 20005
NATIONAL 8-4047

December 24, 1969

C O P Y

President Richard M. Nixon
The White House
Washington, D. C.

Dear Mr. President:

We are writing on behalf of the Washington Chapter of SANE. Washington SANE takes great exception to the insults Mr. Broyhill has heaped on three outstanding leaders of the Washington community - Mrs. Willie Hardy, Marion Barry and Julius Hobson. Mr. Broyhill, of course, is well known for his contempt and harassment of black people who are attempting to seek social and economic justice.

We believe the White House is to be commended for inviting these three outstanding leaders to the education conference. We trust that the White House will ignore Mr. Broyhill's bad temper and equally bad manners and that Mrs. Hardy, Mr. Hobson and Mr. Barry will be present when the education conference is reconvened.

Sincerely,

Fern Wood Mitchell

David Rein
Co-Chairmen, Washington SANE

Broyhill

THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

April 11, 1968

Dear Mr. Broyhill:

In reply to your telegram which you sent me this morning, this will inform you that the meeting to which you refer has been cancelled.

Sincerely yours,

Wilbur J. Cohen
Acting Secretary

Honorable Joel T. Broyhill
House of Representatives
Washington, D. C.

THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D. C. 20201

April 12, 1968

Dear Mr. Broyhill:

My note to you yesterday in reply to your telegram may have implied, as I believed at the time, that the group of employees you referred to did not meet at all yesterday. In the interest of accuracy I should now tell you that a group did meet, that Mr. Hobson did not address it, and that the announced topic was not the subject of the discussion.

Sincerely yours,

Wilbur J. Cohen
Acting Secretary

Honorable Joel T. Broyhill
House of Representatives
Washington, D. C. 20515

DOMESTIC SERVICE	
Check the class of service desired; otherwise this message will be sent as a fast telegram	
TELEGRAM	
DAY LETTER	
NIGHT LETTER	

WESTERN UNION TELEGRAM

W. P. MARSHALL
CHAIRMAN OF THE BOARD

R. W. McFALL
PRESIDENT

INTERNATIONAL SERVICE	
Check the class of service desired; otherwise the message will be sent at the full rate	
FULL RATE	
LETTER TELEGRAM	
SHORE-SHIP	

NO. WDS.-CL. OF SVC.	PD. OR COLL.	CASH NO.	CHARGE TO THE ACCOUNT OF	TIME FILED
			JOEL T BROTHILL MC (ESO)	10 APR 63

Send the following message, subject to the terms on back hereof, which are hereby agreed to

HON WILBUR J COHEN
SECRETARY, DEPARTMENT OF
HEALTH EDUCATION AND WELFARE
WASHINGTON DC

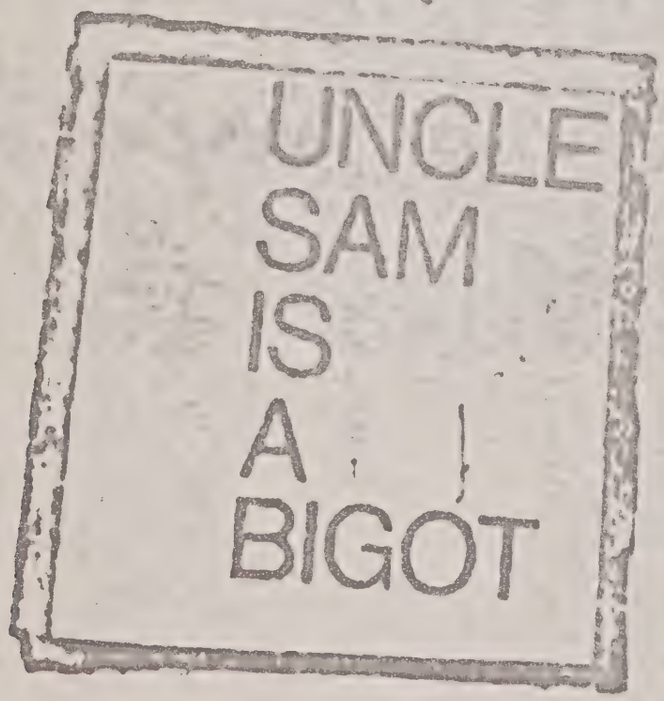
THE MORNING PLACED SIDE BY SIDE ON THE HEALTH POLICY DAYS THEY CALLED ME TO BE INTERVIEWED BY A BANDS OF CONCERNED NEW EMPLOYEES. I AM APPALLED TO LEARN THAT A BUSINESS TO NEW EMPLOYEES SHOT CONVICTION OF CERTAIN OFFENSES CONNECTED TO RACIAL RIOT AFFAIRS WHICH THE APPEARED HERE TO A MEMBER OF A SUBCOMMITTEE TO BE HELD IN DODGE CITY KANS-M TO BEGIN TOMORROW APRIL 11, AT 11:45 AM AND CONTINUE TO 1:00 PM THE NEXT DAY, AT WHICH TIME THE INSTITUTE, JULIUS W BURTON WILL SPEAK ON THE SUBJECT "WHEN RAN IS A RIOT". I THINK THAT THE INCONSIDERATE PROMOTION THE USE OF FEDERAL PROPERTY FOR PURPOSES THAT MIGHT PROVE DEFINITELY UNDER HIS A FEDERAL END IS AT BEST CONTROVERSIAL WHILE FEDERAL TROOPS STILL PATROL THE STREETS OF THE NATION'S CAPITAL. I QUESTION THE LEGALITY OF THE USE OF FEDERAL PROPERTY FOR SUCH A PURPOSE AT ANY TIME AND SUGGEST YOU CONSULT THE GENERAL COUNSEL OF YOUR AGENCY TO SEE WHETHER OR NOT SUCH A USE CONSTITUTES A VIOLATION OF EITHER A STATUTE OR THE SPIRIT OF THE LAW WHICH GOVERNS PROPER CONDUCT FOR FEDERAL EMPLOYEES.

JOEL T BROTHILL MC

WU1211 (R2-65)

Tues Thurs.
(April 11th)

Julius W. Hobson will speak on:



11:45-1:00 p.m. Rm. 3173
HEW·N. Brown Bag Lunch

OPEN TO EVERYONE!

(Come early!)

November 22, 1967

Honorable Wilbur J. Cohen
Under Secretary
Department of Health, Education and Welfare
Washington, D. C. 20201

Dear Mr. Secretary:

On June 21, 1967, in response to my inquiry of May 2, 1967, you indicated that your Department had carefully reviewed the affiliation and activities of Mr. Julius Hobson, an employee of the Social Security Administration, and had found no reason to consider his activities as being contrary to either the intent or the specific provisions of Civil Service Commission and Department of Health, Education and Welfare policy, regulations or rulings governing the conduct of Federal employees.

Enclosed is a copy of an article which appeared in the Washington Evening Star on November 13, 1967, in which Mr. Hobson is alleged to have urged students to direct the "black power" movement toward the downfall of capitalism.

As you know, question number 27 on a Form 57, application for Federal employment, requires any applicant giving an affirmative response to having ever been a member "of any foreign or domestic organization, association, movement, group or combination of persons which is totalitarian, Facist, Communist, or subversive, or which has adopted, or shows, a policy of advocating or approving the commission of acts of force or violence to deny other persons their rights under the Constitution of the United States, or which seeks to alter the form of government of the United States by unconstitutional means", to give full and complete details of such affiliation, so that the determination can be made as to whether or not such affiliation is contrary to either the intent or the specific provisions of Civil Service and Department policy, regulations or rulings.

In view of Mr. Hobson's statements as reported in the attached clipping, may I ask that Mr. Hobson be asked to complete

Honorable Wilbur J. Cohen

a new Form 57 so that you can re-evaluate his eligibility for continued Federal employment on the basis of the activities in which he has engaged since first being employed by your Department. May I also ask that you again consult with the Civil Service Commission's Office of General Counsel to determine whether or not these activities are contrary to the intent and the specific provisions of Civil Service regulations.

Your early attention to this matter will be appreciated.

Sincerely,

Joel T. Broyhill, M. C.

JTB/cmm

THE UNDER SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

JUN 21 1967

Dear Mr. Broyhill:

This is in further reply to your letter of May 2, 1967, concerning Mr. Julius Hobson, an employee of the Social Security Administration.

The facts concerning Mr. Hobson's affiliation and activities with ACT have been carefully reviewed by this Department, and discussed with the Civil Service Commission's Office of General Counsel. As a result of this examination, we have found no reason to consider Mr. Hobson's involvement with ACT as being contrary to either the intent or the specific provisions of Civil Service Commission and Department of Health, Education, and Welfare policy, regulations or rulings governing the conduct of Federal employees.

We have taken appropriate steps to assure Mr. Hobson understands that his outside activities must not interfere with the performance of his assigned duties and responsibilities as an employee of the Social Security Administration, and that such activities must only take place off the job.

Sincerely yours,

Wilbur J. Cohen
Under Secretary

Honorable Joel T. Broyhill
House of Representatives
Washington, D. C. 20515

Mr. Speaker: Some months ago I proposed to the House that it take action denying the use of Federal funds for purposes of salary or other disbursements to those now on the Federal payroll who advocate disrespect for the law, abuse of men in uniform assigned to enforce the law; and to those who seek to incite rioting, destruction of property, or other disrespect and abuse of those who seek to live in peace in our communities.

I make this same recommendation today, Mr. Speaker. Last night an employee of the Social Security Administration, a Julius Hobson, led a march on a school ground and a police station during which time he had distributed inflamatory handbills, a copy of which I have here, in an effort to incite overt action against the law enforcement agencies of our city.

In addition, this same Mr. Hobson, who is employed as a Social Science Researcher, made statements reported in the press to the effect that negroes of this city must arm themselves against the police.

First of all, Mr. Speaker, I raise the question of Mr. Hobson's qualifications as a social science researcher when it leads him to social activity of the type he engaged in last night.

I raise the further point, Mr. Speaker, as to the wisdom of our citizens paying the salaries of a government official who dedicates his time to stirring up trouble, including the use of firearms, for the very government that pays him.

Once again, Mr. Speaker, I say it is time to call a halt to this nonsense. For this reason I offer an amendment to the legislation now under consideration, and will continue to do so on all legislation that comes before us, until we have served an adequate warning to those on the public payroll that they will behave as good public servants should behave or be deprived of the right to share in the generosity of this government.

I repeat Mr. Speaker, as I have in the past, the time to act is now, not in July...but today. A government employee should be a leader for civic order, not civic disorder. Those who do not know the difference deny themselves the right to public funds. I propose we make that clear by our action here today.

Robert R. Siegrist...RRS...Tues., 5/23/67...5:45pm...

(D.C. Shooting, Robson, etc.)...

Late yesterday afternoon, here in Washington, two young men were shot and wounded by a Police private after Police say the two young men attacked the private.

The two young men were identified as James Edward Bush, 20, and Damon Alston, 21. Alston was shot in the chest. Bush was shot in the chin and neck. Both were hospitalized.

The Police private was identified as Benjamin Jefferson, 23. He was hospitalized for a back injury, possible broken ribs, and internal injuries.

Police say Private Jefferson was beaten with his own blackjack and that parts of his uniform was ripped off.

The policeman and the two alleged attackers were Negroes.

The incident occurred on the playground of Monroe school in the near-Northwest section of the District.

Police say that a large crowd which gathered to watch the incident, but that only two persons came to the aid of the policeman.

One was an assistant director of the playground, identified as Daniel White, 24. The other was a youth, not identified.

According to police, here are the highlights of the events that led to the incident:

Police Private Jefferson, in uniform, and on duty, was checking a restaurant. A man entered. He told Jefferson three men had been bothering and kicking the man's eight-year-old son on the nearby Hance Playground.

Private Jefferson accompanied the man to the playground. The eight year old boy pointed out three men. He said they had hurt him; that one of them had put him on a merry-go-round-type ride, and that all three had kicked him as he whirled around.

Private Jefferson told the boy's father he could do nothing but ask the three men to leave the playground. One of the three men was obviously drunk. After a brief argument, they left the playground.

About five minutes later, as Private Jefferson, still on the playground, talking to its assistant director, two of the men returned. The third man, whom Private Jefferson had determined to have been drunk, was not with them.

The two, identified as Bush and Alston, began yelling at the officer. He tried to calm them. Alston began to curse, loudly. A crowd of youths began to gather. Jefferson placed Alston under arrest. The charge: Disorderly conduct.

Bush grabbed Private Jefferson around his neck.

The assistant playground director and the one youth came to the officer's aid. Bush broke away from them, jumped the officer. Alston joined them.

Private Jefferson broke away, removed his Police black jack, and warned Bush and Alston, three times, to "get back." One of the pair ripped the black jack from the officer's hand and began beating him with it.

Private Jefferson fell to the pavement; the two men still on him.

Jefferson drew his service revolver and wrenched free. Both men charged at him. Jefferson fired one shot. It hit Alston - in the chest. He ran across the playground, down an alley to the rear of a house, broke down its back door, ran through the house, startling a mother and her children, and out the front door, and down a street, where he collapsed. A passing police patrol found him.

Meanwhile, to continue the police account of this incident, Bush renewed his assault on Police Private Jefferson. Jefferson fired a second bullet. It hit Bush in his left jaw; passed out the back of his neck. Bush fell to the pavement. Within minutes, the officer and the two other men were picked up by Fire Department ambulances and taken to Washington Hospital Center.

Private Jefferson's condition was listed as, "satisfactory" [redacted] is Alston's. The condition of Bush was listed as, "critical."

[redacted] Metropolitan District Police say Bush was charged with assault on a police officer and disorderly conduct; Alston with the same two charges, plus a third: Grand Larceny By Trick, that one resulting from an earlier incident, [redacted]

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This shooting thereby became the latest in a series of such incidents stemming from what [redacted] began as purely routine arrests.

As these incidents have mounted, certain of the [redacted] established militants among the capital city's Negro community have sought to make them [redacted] major causes of arguments in opposition to the District's police department and in favor of pressures upon it which would further limit or restrict its authority.

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Within two hours of yesterday's incident, there was circulated, in the ~~neighborhood~~ neighborhood, mimeographed fliers containing the following typewritten message:

"Brothers and Sisters:

"Two black youths were shot down in the middle of Nance Playground while little black boys and girls were at play. And one of these black kids could have been killed along with the two men.

"Black people are tired of these wild cowboys shooting up our people... It has got to stop!!!!!!!!!!

"One of the victims of the shooting was a Viet Nam veteran, who had gone ten thousand miles from home to SUPPOSEDLY protect his Black People and this ~~COUNTRY~~ country from brutality that he has just suffered, as soon as he returned home.

"Six black youths killed by D.C. cops in the last two months.

" Stop the Killings!!!!!!!!!!!!!!!!!"

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Over the top of that typewritten message - and as a part of the mimeographed flier, was printed, by hand, in large letters: "Murder!"

Similarly printed, but in smaller letter, at the bottom, was this:

"Come Out To The Meeting At Monroe [redacted] Playground Tuesday May 23 - at [redacted] 7:30 P.M."

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[redacted]

It would seem well to analyze [redacted] these contents of this flier.

First, it bore no signature, nor no initials - of its author - or authors - nor of any organization or group which might be [redacted] willing to admit authorship and bear responsibility and [redacted] accountability therefore.

Second, it compelled attention with that big headline, "Murder!"

[redacted]

That Headline, combined with the opening line, "Two black youths were shot down in the middle of Monroe Playground," clearly tended to leave the otherwise uninformed reader with the impression that, in fact, "two black youths" were murdered in that single incident on the Monroe Playground."

The fact was, of course, that no one was murdered in that incident; and that, contrary to the wording of that message, neither of the "two black youths" who were shot could - at ages 20 and 21 - really qualify for that which, to the otherwise uninformed reader, might easily be accepted as young boys at play on the school playground.

Nor, of course, does that message supply the otherwise uninformed reader with such other pertinent information as the circumstances under which the 20 and 21 year old young men were shot - by a Negro police officer who - according to police - they were beating - in part with his own black jack - as the immediate consequence of his arrest of one of them - as a consequence of the events that flowed from the complaint, by a Negro father, that his eight-year-old son had been bothered and kicked by three men who had come to that playground, one of them allegedly intoxicated.

Nor does that message supply the otherwise uninformed listener with the fact that the Negro police officer was hospitalized with multiple injuries -including those possible internal nature.

Further, it charges that one of the "two black youths" also portrayed as "one of the victims of the shooting," was "a Viet Nam veteran" who, upon returning home from "supposedly" protecting "his Black People and this country from brutality" had "just suffered" brutality at the hands of that which this message defined as "these wild cowboys."

This use of this term, "brutality," in connection with incidents involving police and those who've truths to bring out in formal, or, for cause, arrest, in this capital city and in this nation, is, of course, not new. It is routine. But, at the same moment, it is dangerous, and inflamatory, and cause for suspicious suspicion.

More importantly, in connection with the statement of that which this message sets forth as grave fact, this reporter has just asked the Metropolitan Police Department's Homicide Division if this part of this message is correct, quote:

3/23/67

add 7A...

"Six black youths killed by [redacted] D.C. cops in the last two months."

The answer was this:

The Homicide Division knows of two cases, this year, (these past four and a half months), in which two Negro Negroes have been killed - by [redacted] policemen, attempting to make arrests in the district.

The Homicide Division also [redacted] knows of two cases, this year (these past four and a half months), in which two white men have also been killed - by policemen, attempting to make arrests in the district.

In the cases of the killing of the two Negroes, and of the two white men, men the police have been exonerated by a coroner's jury. -

The Homicide Division does not know [redacted] that, "in these months [redacted] (have been) killed by D.C. cops in the last [redacted] two months." ()

"We'll - continue - with this - in just - 60 seconds..."

<u>(SECOND COMMERCIAL...ONE MINUTE)...</u>

In reporting yesterday's incident in which a Negro police officer shot two Negro youths who, allegedly, beat him after he attempted to arrest one of them, The Washington Post said this:

"Shortly after the shooting, Julius Cohen, chairman of the civil rights group ACT, issued a statement criticizing the police action and saying: 'Negroes in Washington should arm to protect themselves.'

The Post went on to report: "Cohen said it appeared that police 'have declared open war on the Negro population and that Negroes, in order to protect themselves, should buy guns.'

"He said said six Negroes have been shot by police in the District in the last six months and all the policemen have been exonerated." It quoted him, further:

"Anytime a policeman would open fire on a crowded playground full of children, it is time we start protecting our own."

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8/21/67...

and 22...

This afternoon, we reached Mr. Hobson, by telephone, and asked him if he was quoted correctly. We read the report - from a copy of the paper which he had - and assured us that he was quoted correctly.

We attempted to ask Mr. Hobson if, in such statements, the cause, of law violation, and arrest resistance, was, perhaps, not tending to be ignored in favor of blaming the police.

We also attempted to ask Mr. Hobson if his statement, in particular might, perhaps, be interpreted as a bit inflammatory.

He quickly assured us that we had a "prejudice."

We attempted to ask him about the fact that, in addition to his position as a civil rights leader elected off from CORE, he was also an employee of the United States Government in the Department of Health, Education, and Welfare.

He told us not to bring his agency into this, then hung up the phone.

A few minutes later, a Department spokesman advised us that Julius Hobson has been with the Social Security Administration since 1939, which is a part of the Department of Health, Education, and Welfare, and that he is presently assigned to the Social Security Administration, Office of Research and Statistics - as -

6/23/67...

add 11...

quote - "Social [redacted] Science Analyst."

[redacted]

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[redacted]

To this -

[redacted] (listing of Julius Hobson as a [redacted] Analyst "Social Science Analyst" with the Social Security [redacted] Administration's Office of Research) -

we add this thought:

We, as one citizen, find it difficult to reconcile his position - and his classification - "Social Science Analyst" - with his statement [redacted] that Negroes in Washington should arm to protect themselves." ("should buy guns.") because it appeared that police "have declared open [redacted] war on the Negro population."

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[redacted]

We know that the Hatch Act prohibits federal employes from engaging in political activity. We wonder how far a federal employe may go - with such statements as this - under the title of being - at the same time - a civil rights leader. For, among other things, we know of no provision, in the civil rights law - or laws - or [redacted] in any other law - which would permit anyone to "buy guns" to "protect themselves" against police.

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We also wonder if he has reached this conclusion - as a result of his research and findings as a government Science Analyst.

We also wonder whether - if he has - his suggestion is just a bit extraordinary - even, perhaps, extreme.

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We wonder, too, under such circumstances, when a government Social Science Analyst stops speaking - in such matters - as such - and begins to speak - as a civil rights leader; particularly in such serious matters affecting - not only this nation - but the health and welfare - and tranquility - of this nation's capital.

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This is - Robert R. Siegrist - and - that's the news...

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